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ABSTRACT

The handbook provides information and assessment measures for the development of individualized programs for developmentally delayed children from birth to 6 years old. Introductory information includes how to use both the assessment system and the instructional program (contained in Volume II) and the development of an individualized educational plan (IEP) from the system. Copies of forms, such as an assessment sheet and an individual education planning form are included. Measurement instruments for assessing gross motor, fine motor, language, social/emotional, and self care skills are provided. The approximate developmental level, assessment conditions, and performance criteria are given, and any materials needed for each of the areas are listed. (PHR)

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SONOMA DEVELOPMENTAL CURRICULUM

Handbook and
Assessment System

Volume I

EC121323

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Tony Apolloni

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The Sonoma Developmental Curriculum is dedicated to Jessamyn Delight, the daughter of one of the Sonoma Developmental Curriculum's primary authors, Dede Sabbag.

SONOMA DEVELOPMENTAL CURRICULUM
HANDBOOK

Table of Contents

Sonoma Developmental Curriculum Handbook

Page

Development 1

Purpose 3

Technical Quality 5

How to Use the Assessment System 8

How to Use the Instructional Programs 14

SDC Individual Education Plan 15

Forms

- SDC Assessment Data Sheet 16
- Student SDC Summary Sheet 17
- Class SDC Summary Sheet 18
- SDC Individual Education Planning Form 19

References 20

The Sonoma Developmental Curriculum (SDC) was developed to facilitate individualized programming for students with developmental needs. The system is appropriate for students with developmental levels from birth to six years. The curriculum is divided into two major parts: (1) an assessment system and (2) instructional objectives.

Over 100 children, ranging in age from birth to six years, have been served using this instrument. These children represented a variety of handicapping conditions: mild to severe developmental delays, autism, visual and hearing impairments, speech and/or language handicaps, behavior problems, and physical handicaps. Numerous children had more than one handicapping condition, and some of them were "normally developing" peer models. Professional educators, paraprofessionals, and parents have validated the relevancy of both the assessment items and the instructional objectives.

Development

The assessment tool was developed by identifying behaviors from a variety of preschool developmental scales and tests, each of which was derived from standardized scales and tests. The instruments used include:

1. Guide to Early Developmental Training (Wabash Center, 1972).
2. Portage Project Checklist (Shearer et al., no date).
3. Normal Developmental Scales (San Francisco State University, Special Education Department, 1971).
4. Learning Accomplishment Profile (Sanford, no date).

5. Washington Guide to Promoting Development in the Young Child (Bernard, Powell, 1972).
6. Vineland Social Maturity Scale (Doll, 1953).
7. Denver Developmental Screening Test (Frankenburg, Dodds, University of Colorado Medical Center, 1969).
8. Pupil Developmental Progress Scale (Monterey County Office of Education, Special Education Department, no date).
9. The Teaching Research Curriculum for Moderately and Severely Handicapped (Fredericks et al., 1976).
10. The Marshalltown Project, Behavioral Developmental Profile (Donahue et al., no date).
11. Performance Objectives for Preschool Children (Schirmer, 1974).
12. Circle Preschool, Individual Assessment (Frankhauser et al., 1977).

The Sonoma Developmental Curriculum is a criterion referenced instrument. A criterion referenced system is one that measures a student's performance on tasks against a specific criterion. Criterion referencing is considered to be superior to norm referencing whereby a student's performance is compared to the average or norm level of performance for his age. Norm referenced tests have been known to: (1) be discriminatory and biased for minority-group children who frequently are enrolled in special educational programs, and (2) place labels on students which arouse expectations in teachers and parents. They do not provide teachers with information regarding students' performance on individualized items and therefore are not as useful for educational planning as criterion referenced instruments.

Jacqueline Kosecoff et al. (1976, p. 2) have noted several features that all criterion-referenced tests have in common:

1. They are based on clearly defined educational tasks or objectives.
2. The test items are specifically designed to measure performance on these tasks or objectives.
3. Scores are interpreted in terms of attainment of a preset criterion or level of competence with respect to the educational tasks or objectives.

Edward E. Gotts (1975) in his article on the "Use of Developmental Testing in Early Childhood Programs" points out that developmental (criterion-referenced) tests probe for a student's best performance under more favorable conditions than are usually afforded by norm-referenced tests.

Purpose

The Sonoma Developmental Curriculum is designed to facilitate individualized prescriptive teaching. Since the items are based on patterns of "normal" child development, its usage is not limited to a particular target population; rather, it is useful for any person (no matter what handicapping condition) who is developmentally young.

Several objectives were kept in mind while developing this instrument. First, it was designed to be used in a program utilizing the principles of applied behavior analysis. All items are written as behavioral objectives describing observable behaviors and lend themselves to high inter-rater reliability. The composition of the system permits individualized, data based lesson plans and continuous progress records. Second, the SDC was designed to be used as the primary teaching guide in a special education classroom. The curriculum was written on a broad base of five instructional areas including:

1. Gross Motor skills
2. Fine Motor skills
3. Language skills (both expressive and receptive)
4. Social/Emotional skills
5. Self-Help skills
    5.1 eating and drinking
    5.2 toileting
    5.3 washing and grooming
    5.4 dressing
    5.5 safety

Many cognitive skills are also included in the sections on Language and Fine Motor. The SDC provides a special education teacher with a large number of objectives which may be expanded or decreased as individual needs dictate. The assessment instrument serves the dual purposes of evaluating student growth and providing an organized approach to future program planning, especially in regard to the individual education plan (IEP). The instructional objectives are task analyzed whenever possible so that a teacher can either follow a very detailed breakdown of teaching steps, or teach larger increments of behavior, depending on the student ability.

The performance objectives in the assessment instrument are listed by developmental levels. These levels were found in the reference materials cited. Sources often disagreed, however, so the actual placement of a skill at a level sometimes represents the author's better judgment. Also, the sequential placement of a skill within a developmental level does not necessarily mean it comes before or after other skills in the same or other areas. Developmental levels are listed in SDC for the following reasons:

1. It provides a more visible and easily reported means of demonstrating a student's progress.
2. It gives a perspective from which one can more easily determine a student's weak and strong areas.
3. It allows one to locate a starting point for instruction.

The developmental levels should not be used for any purposes other than those mentioned above.

Criteria for passing assessment items and for completing instructional objectives are specified. These levels were determined by testing sample programs with a variety of children involving several handicapping conditions. However, they are only recommended as guidelines, and should be adjusted for individual needs or uses.

Technical Quality

Jacqueline Kosecoff et al. (1976) have written "A System for Describing and Evaluating Criterion-Referenced Tests." In order to validate the SDC as a valuable criterion-referenced assessment, it has been rated on five aspects of technical quality as suggested by Kosecoff (1976).

Function and purpose: How are the objectives derived? The SDC objectives were derived from standardized developmental scales of behavior exhibited by most "normal" children at certain ages. These behaviors have been judged for many years as important for normal development and readiness for school.

Formulation and generation of objectives: How broadly or narrowly are the objectives stated and how is a domain organized? The SDC objectives are stated in explicit behavioral terms. Each objective includes the definition of an observable behavior, the condition under which the behavior is to occur, the time in which it must occur, and the number or percent of trials for passing criteria.

Formulation and generation of items: To what degree do the items match the curriculum? According to Kosecoff (1976), items must be constructed to test the objectives. Items can be modified by (a) using different item formats, (b) changing the mode of presentation (signing vs. oral), and (c) changing the mode of response (pointing vs. verbal). Since each SDC objective is an item, there is no discrepancy in formulation of items. The ability to make adjustments (b) and (c) is built into the SDC assessment process. Many different item formats, such as observing behavior, modeling behavior, asking for verbal and physical responses, are incorporated in the SDC. The assessment instrument has a 100% match with the curriculum, or instructional objectives.

Methods of score interpretation: Which of the following types of score report does the test use: actual score, true score, mastery of a given objective, performance time, level readiness, total individuals who passed, total objectives mastered? The SDC primarily reports "scores" in terms of mastery of a given objective. Scores can also be given as total individuals who passed an objective (in the class record form) or the total objectives mastered (in the individual record form).

Establishing test quality. There are five dimensions commonly used to express the quality of a criterion-referenced test:

(1) Test-objective congruence: An index of the extent to which the total test measures the stated objectives. This is usually determined by judgmental data. The congruence of the SDC has not been professionally measured. However, the observability and behavioral nature of the objectives indicate high congruence.

(2) Equivalence (internal consistency): a measure of how coherently the test items assess the objectives. Since each item in the SDC is an objective, it has perfect internal consistency.

(3) Stability (test - re-test): Are examinee responses consistent from one test period to another in the absence of any intervention? This is usually measured by using correlation techniques. The stability of the SDC has not been measured using correlation techniques. However, observations from its past use indicate good stability of student responses from one test period to another, when there has definitely not been any intervention.

(4) Sensitivity to instruction: A test's ability to discriminate between those who have and those who have not benefited from instruction. This measure is usually obtained using response data on a specific educational program that is linked to the test. Since the objectives of the instructional procedures in the SDC curriculum are identical to the objectives in the assessment instrument, the test can be rated

as extremely sensitive to instruction.

(5) Cultural/sex bias: Bias occurs when a test leads to inaccurate conclusions about the performance of cultural/sex groups. This can be estimated with an analysis of variance, etc. The amount of cultural/sex bias on the SDC has not been expertly determined. However, the highly behavioral nature of the instrument would probably not lead to inaccurate conclusions about the performance of cultural/sex groups.

Criterion validity. Criterion validity establishes the meaningfulness of the criterion upon which the test scores are interpreted. When a test is based on objectives that are narrowly defined and operationally stated, score interpretations are meaningful because the objectives describe skills that can be measured directly by test items. The SDC meets the above description.

How to Use the Assessment System

The Sonoma Developmental Assessment System is designed for use in planning, recording, and reporting student progress in school and the residential environment (home, hospital, or institution). Assessment should be an integral part of the instructional process and should serve the dual purpose of evaluating student progress and assisting teachers in further program planning.

The objectives in the assessment are divided into five sections, each item sequentially numbered within the section. The numbers also refer to the instructional objective's location within the developmental sequence of the curriculum. The format for the assessment instrument breaks each item down into two parts:

assessment conditions and performance criteria. Under the assessment conditions are listed a brief title or description of the item (e.g., "Resists Toy Pull") needed to assess the item, and directions for the instructor to follow (e.g., "Do: ask the student to name a friend," or "Say: Who is your best friend?"). All suggested words for the instructor to use are underlined for easy reference. Under the performance criteria are listed behavioral descriptions of the required behavior per item, time constraints (e.g., "within one minute of request") and trial criteria (e.g., "criteria: 2/3" or "90 percent or more of the observed intervals"). The following paragraphs define the skill areas which have been selected.

1.0 Gross Motor Skills. Gross motor developmental skills are associated with large muscle movements and coordination. Some examples are: sitting, standing, walking, running, jumping, and throwing. Gross Motor development is important for school entry and normal social functioning, as well as for exploring the environment. There are 103 items in the Gross Motor section.

2.0 Fine Motor Skills. Fine motor development as set forth in the *SDC* is concerned with small muscle group and hand and eye movement and coordination. Some examples of the objectives are manipulation of blocks and toys, drawing, puzzles, and writing. Fine motor development is a necessary prerequisite for school skills and for manipulation of the environment. There are 99 items in the Fine Motor section.

3.0 Language Skills. In the *SDC*, an "E" listed next to the language skill number indicates that it is an expressive task, and an "R" indicates a receptive task. The SDC attempts to simplify the very complex task of analyzing and teaching language, and encompasses many aspects of the cognitive, articulative, and communicative nature of language. Language development is the most important instructional component of early developmental teaching because it is so intricately associated with overall intellectual ability. There are 103 items in the Language section.

4.0 Social/Emotional Skills. Social/emotional skills are those behaviors which are interpersonal--involving interaction with others and self-awareness and adjustments to one's environment. The social/emotional objectives chosen for the SDC were limited to those which will improve with intervention. Many items that are included as milestones in development on other scales were omitted. Also, some appropriate classroom behaviors were added although their developmental age placements are not well established. There are 70 items in the Social/Emotional section.

Self-Help Skills: Eating/Drinking (5.1), Toileting (5.2), Washing and Grooming (5.3), Dressing (5.4), and Safety (5.5). Self-Help skills are behaviors which enable an individual to independently care for himself. Independent functioning is a very important part of the normalization process, and helpful to the student's family. Each skill area is treated as a separate sub-section for increased ease in assessment and instructional programming. There are 29 items in the Eating/Drinking subscale, 18 items in the Toileting subscale, 18 items in the Washing and Grooming subscale, 28 items in the Dressing subscale, and 16 items in the Safety subscale.

Steps in the assessment process:

1. Planning: The teacher should begin with information gathered from other standardized measures. From this data the teacher can determine a starting point of assessment on the SDC for each skill area. This starting point should be approximately six months below the student's developmental age.

2. Materials: The assessment will proceed more smoothly if all necessary materials are gathered ahead of time. Lists of necessary meterials are provided with each section of the instrument. When assessment is going to be conducted on a group of students, it has been useful to place all the items needed for each section in a box, and to label the boxes.

3. Working with the student: The assessment should be conducted in a one to one situation. Group testing makes it difficult to ascertain an individual's true performance (he may imitate others) or highest abilities. It is recommended that Gross Motor or Fine Motor sections be tested before Language, in order to establish a good working rapport with the student. Much of the Social/Emotional and Self-Help assessment may be made by observation of regular class activities. The length of time any student will be assessed should be individually decided. Most children need one to five minute breaks every 15 minutes. Since it is desirable to obtain the most accurate record of a student's abilities, a student may be encouraged or rewarded to any degree necessary for his optimal performance. It is recommended that

individual reinforcements be noted on the assessment item.

4. Making adjustments: For the purposes of inter-rater agreement, assessment conditions and performance criteria should be followed closely when evaluating students. Prompts, hints, or models should not be given except when specified in the system. If the assessment system is to be useful for students with a variety of handicapping conditions, modification of some assessment items may be necessary. When such a case occurs, the adjustment should be written below the item. This will assure clear interpretation of the score by all who read it. Some items already have adjustments suggested. As an example, verbal criteria can be modified for non-verbal students by requiring a pointing or gestural response instead. Some verbal prompts may need modification to assure student comprehension. Try to use language the student will understand and accept responses in the student's own vocabulary so long as they satisfy criteria. Make every effort to ensure that the student understands what he or she is being asked to do.

5. Method of recording: Each student's results should be recorded on his or her personal copy of the assessment. As previously noted, there is space beneath each item to write in adjustments or individual reinforcements. The SDC Assessment Data Sheet may be used to record individual assessment data for each objective. Specific assessment and student condition may be specified to provide a more

definitive appraisal of the environment. Setting conditions should include a description of the immediate environment such as name of place where assessment was done, number of people involved, time assessment was done (during class, during instruction, etc.). Student conditions may include a brief behavioral description of the behavior or overall mood of the student such as tired, distractable, resistive to requests, etc. Statements should reflect observable behavior. Reinforcers used should be included and the schedule in which they were given described (e.g., continuously, at five minute intervals, etc.). Specific objectives, code numbers, and developmental ages should be taken from the SDC and specified. Objectives should be listed in developmental sequence, but those objectives the assessor feels are inappropriate for the individual may be deleted. Dates objectives were tested should be recorded along with dates the criteria were met. The following code is suggested for recording the student's response in the column under the testing date:

+ = meets full criteria

± = partially meets criteria

– = does not meet criteria

6. Report items: Some assessment items can only be assessed by the report of an adult who is familiar with the student's behavior. These items are indicated within the text of the instrument, and are also listed on the front title page of each section.

7. Where to stop assessing: The student does not need to be presented with continuous failure experiences. The teacher should work through the items at the individual's ability level, and end the assessment when the student incorrectly responds to four or five items in a row.

Once the assessment on all students in a class is complete, the results can be recorded on the student SDC Summary Sheet and the Class SDC Summary Sheet. These records make it convenient for a teacher to report on the student's performance to parents and administrators, to quickly glance at the class's performance, and to determine appropriate groups for instruction.

How to Use the Instructional Programs

Once the assessment is complete, the teacher should select objectives to teach the student in each area from among the lowest developmental items on which the student failed to meet criteria.

Each Instructional Program is written in the following format:

Target Behavior. This is a brief statement of the behavior to be learned. It is found in the heading of each program.

Performance Objective. There are three parts to the performance objectives: (1) a description of the target behavior, (2) specification of the condition or conditions under which the target behavior must occur, and (3) a statement of the criteria. A precise statement of the specific criterion referents within the performance objectives assures reliability of observing the exact behavior across varied settings and observers. This reduces the probability that different contingencies may exist between assessments of the behavior.

Materials. Materials are listed for each program. Variation in materials for each program may vary widely according to individual preference and environmental contingencies.

Suggestions for Instruction. Suggestions for Instruction merely serve as suggestions only, and are not intended as universal solutions for all students. Teachers are advised to write individualized lessons for their students, adjusting the strategy as needed based on continuous daily data on the child's progress.

SDC Individual Education Plan

The Education for All Handicapped Children Act, PL 94-142, mandates that each person between the ages of 3 and 21 who has been diagnosed as having a specific handicapping condition that may limit his or her ability to benefit fully from a regular education must have an Individualized Education Plan (IEP). This plan must contain a statement of a complete, comprehensive educational program.

The SDC is a useful tool in developing an IEP. The SDC may be used to assess the child's present level of functioning in five areas. The SDC IEP form may be used to list assessment data including specific objectives passed and not passed in the assessment as well as a statement of the developmental level associated with the student's present level of functioning. A complete IEP may be developed by selecting programs from the SDC that correspond with objectives not passed in the assessment.

SDC Assessment Data Sheet

Area Assessed: ____________________

Setting Conditions: ____________________

____

Student condition: ____________________

____

Reinforcers Used ____________________

Time Schedule: ____________________

Objectives	Code (+,±, or -)	Dev. Level	Date Tested	Date Criteria Met

+ = meets full criteria
± = partially meets criteria
- = does not meet criteria

STUDENT SDC SUMMARY SHEET

Student's Name ______________

Date of Birth/Age ______________

Estimated Developmental Level in Years	Gross Motor	Fine Motor	Language	Social/Emotional	Eating & Drinking	Toileting	Washing & Grooming	Dressing	Safety
0 - .5									
.5 - 1									
1 - 1.5									
1.5 - 2									
2 - 2.5									
2.5 - 3									
3 - 3.5									
3.5 - 4									
4 - 4.5									
4.5 - 5									
5 - 5.5									
5.5 - 6									

Note: The student's approximate developmental level represents the area below the student's ceiling of 4 failures in a row; and above the student's basal of 4 passes in a row.

KEY

Date of Initial Evaluation ______________

Date of Re-evaluation ______________

Date of Re-evaluation ______________

Date of Re-evaluation ______________

Date of Re-evaluation ______________

Date of Final Evaluation ______________

CLASS SDC SUMMARY SHEET

Date of Evaluation________________

Developmental Area ________________________________

		Estimated Developmental Level in Years											
	Student's Name	0 - .5	.5 - 1	1 - 1.5	1.5 - 2	2 - 2.5	2.5 - 3	3 - 3.5	3.5 - 4	4 - 4.5	4.5 - 5	5 - 5.5	5.5 - 6
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													

Sonoma Developmental Curriculum

Individual Education Planning Form

PRESENT LEVEL OF FUNCTIONING

Pre Test Post Test

Date ____________ Date ____________

Area	Passed	Not Passed	Dev. Age	Area	Passed	Not Passed	Dev. Age
Gross Motor							
Fine Motor							
Language							
Soc/Emotional							
Self Help							

	Objectives	Method of Recording	Date Start	Date Complete
Gross Motor				
Fine Motor				
Language				
Soc/Emotional				
Self Help				

Persons to implement objectives: ____________________________

Parent: ________________ Teacher: ________________

Educational Administrator: ________________________

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SONOMA DEVELOPMENTAL CURRICULUM

Assessment System

TABLE OF CONTENTS

Assessment System

Section	Item
Gross Motor	1.1 - 1.103
Fine Motor	2.1 - 2.99
Language	3.1 - 3.106
Social Emotional	4.1 - 4.70
Self Help	5.1.1 - 5.5.16
Eating/Drinking	5.1.1 - 5.1.29
Toileting	5.2.1 - 5.2.18
Washing & Grooming	5.3.1 - 5.3.18
Dressing	5.4.1 - 5.4.28
Safety	5.5.1 - 5.5.16

Section 1.0

GROSS MOTOR SKILLS

1.1 to 1.103

Materials for Section 1.0

Gross Motor

Years	
0-1	bells
	small bell or rattle
	small ball
	bright yarn, or desirable food
	desirable toy
	small stool
	small chair
1-2	rail or support 5' long
	stairs with 3 steps
	large ball
	pull toy with string and wheels
	desirable food or toy
	child-size chair
	adult size (padded) chair
	small ball
2-3	small chair
	two lines on floor, 8" x 10'
	toy car
	stairs with 3 steps
	large ball
	3" wide line on floor
	tricycle
	12" platform or chair
3-4	tricycle
	curved bike path, 4' x 10'
	swing set
	slide (at least 3 steps)
	small ball
4-5	balance beam, 4" x 5'
	mat for somersault
	large rubber ball
	lines marking 10" distance
	wagon
	medium ball
	rope or board 1½' high
	bean bag
	basket 1½' diameter
	small ball
	inflated circular balloon
	4-part obstacle course - block, 3' high rope, bean bag, balance beam
	balance beam, 2" x 5'
	long stairway, 10+ steps

1.0 Gross Motor

5-6

10 lb. sack of sugar or flour, etc.
small ball
large rubber ball
jump rope
slide

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	1.1	Tonic neck reflex while child is on stomach do: turn child's head to the right and extend right arm simultaneously; repeat with left side	When child's head is turned to the right and right arm is simultaneously extended (lying on stomach), the child's left arm and right knee will flex and assume "fencer's stance".
	1.2	On stomach, lifts head 30-40° when stimulated material: bells do: place child on stomach, ring bells over head	Child will lift his head 30-40° in attempt to see the bells. criteria: 1/1 or 2/3
	1.3	Rotates head from side to side when stimulated material: small bell do: Sit next to child lying on his back. Ring the bell first on one side of the head and then on the other side.	The child will respond by moving head approximately parallel with his chest from side to side to complete one trial. criteria: 3/4

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	1.4	Rolls from front to back material: rattle or bells do: Place child on stomach. Give child rattle for a second to stimulate interest, then place it to one side just out of reach say: get the rattle	The child will lift arm and leg on one side of body, and roll over to stomach on other side in order to attain the rattle. criteria: 1/1 or 2/3
	1.5	Elevates self on forearms (on stomach) (report)	At least once a day child is observed holding his head and chest off the floor while holding arms in a position exerting downward pressure for a period of 3 seconds
	1.6	Sits with support, head steady material: ball do: sit child in supported position and throw ball into air; watch child's head control while discerning	When sitting with support child will hold head steady for a minimum of 5 seconds. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	1.7	Lifts head when on back material: bright colored yarn or desired food do: Hold the object so the child can focus on it while he is lying on his back. Move the object toward the child's feet so that he has to lift his head in order to see it	The child will lift his head off the surface for a second or two.
	1.8	Engages hands at midline material: rattle do: present rattle to child at midline say: get the rattle	Child will grasp both hands together at midline in order to get object without assistance. criteria: 1/1 or 2/3
	1.9	When on back, pushes against pressure applied to soles of feet do: place child on back and push gently on soles of feet	Child will push back against hands when feet are pushed toward his body. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	1.10	Assumes crawling position material: desirable toy do: place toy 4-8" out of child's reach say: crawl to the rattle	The child will get into a crawling posture with legs bent under trunk and arms perpendicular for 5 seconds. criteria: 1/1 or 2/3
	1.11	Bears some weight on legs when held upright do: Support the child under arms to hold upright on feet. Let go of some support for a few seconds to see if child will bear weight.	Child will bear almost full weight for a few seconds. criteria: 1/1 or 2/3
	1.12	Rolls from back to side material: bells do: place child on back, present bells over to one side of body	The child will roll from back to side in attempt to get bells. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	1.13	Rolls from back to front material: bells do: place child on back; present bells to one side and lay them just out of reach say: get the bells	The child will roll from back to stomach without assistance in attempt to get bells. criteria: 1/1 or 2/3
7-12 mths.	1.14	Sits without support for 1 minute do: place child in sitting posture on level surface without support	Child will maintain sitting posture with an erect trunk for at least 1 minute. criteria: 1/1 or 2/3
	1.15	When held upright, can support full weight do: support child by trunk in upright position; lessen your hold to see if child will bear weight	The child will bear almost full weight on legs for 2 minutes. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
7-12 mths.	1.16	Bounces when held upright do: place child on soft surface; support his weight by holding his trunk, and prompt him by helping him bounce several times	The child will continue to bounce for 5 seconds by bending his knees and pushing with his feet. criteria: 1/1 or 2/3
	1.17	Pivots body while in crawling position material: ball or desirable toy do: place ball to the side and just behind the child's knees when in crawling position say: get the ball	The child will turn upper torso and arms to grasp the ball while in a crawling position. criteria: 1/1 or 2/3
	1.18	Creeps with stomach and chest held off the ground material: ball do: while child is in crawling position, show him the ball and roll it 3 feet away in front of him say: get the ball	The child will maintain crawling position on hands and knees with stomach off the floor, and propel self forward (probably using opposite knees and arms) 3 to 5 feet. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
7-12 mths.	1.19	Shifts from lying to sitting and from sitting to lying material: desirable toy do: while child is lying down, show him toy out of reach; after child sits up, continue to observe if he lies down again	The child will shift from lying to sitting position without assistance, and from sitting back to prone in a deliberate manner without falling. criteria: 1/1 or 2/3
	1.20	Sits independently and steadily for 5 minutes material: rattle do: give child toy while in sitting position on flat surface; encourage child to remain sitting as long as possible	Child is observed sitting steadily for a 5 minute period at least once during the testing. criteria: 1/1
	1.21	Maintains balance while turning from side to side in sitting position material: rattle do: place child in sitting position; move rattle from right to left in front of child just out of reach say: get the rattle	The child will turn trunk from right to left while sitting without losing balance and falling over. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
7-12 mths.	1.22	Stands with support do: place child in standing position, give him your extended arms or some furniture for support	The child will stand indefinitely when using a support. criteria: 1/1
	1.23	Pulls self to knees holding object of support material: bells, small stool do: place bells on the small stool say: get the bells	The child will use the stool to pull self up on knees, will remain steady on knees for 5 seconds. criteria: 2/3
	1.24	Pulls self from sitting to standing while holding support material: small chair, bells do: seat child next to chair. Show him bells on top of chair say: get the bells	The child will use the chair to pull himself up into a standing position, and will maintain standing for 5 seconds. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
7-12 mths.	1.25	Lowers self from standing to sitting while holding support material: ball do: place child in standing position with support; place ball on floor just out of child's reach say: get the ball	Child will hold support with arms, bend knees and lower self gently to the floor without falling within 1 minute of request. criteria: 2/3
	1.26	Straddle/toddles 2 or 3 steps with one hand held do: place child in standing position, hold on hand firmly and encourage child to walk to a designated place several feet away.	Child will take 2 or 3 steps in a sideways rocking type of motion, with only slightly forward steps. criteria: 1/1 or 2/3
1-1½ yrs.	1.27	Moves from sitting to standing position without support do: seat child on floor say: stand up	Child will twist body to prone position, support weight with arms, bend legs, and push up to a balanced standing position. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	1.28	Cruises/walks sideways with support material: rail or support 5 feet long do: stand child holding onto support; encourage child to walk to other end holding onto support say: walk to me	Child will walk sideways, step apart-step together gait for a distance of 5 feet without falling while holding onto support, within 3 minutes. criteria: 1/2
	1.29	Stands for 5-10 seconds without support do: stand child up with feet far apart for support	Child will remain in an upright position, with feet far apart, for 5-10 seconds unassisted. criteria: 1/1 or 2/3
	1.30	Crawls up several steps material: staircase with three 6-8" steps toy do: stand child facing stairs; place toy up several steps say: go up the steps and get your toy	Within 3 minutes the child will crawl up 3 steps by placing hands first and raising knee up to each stair. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	1.31	Crawls down several steps material: staircase with at least three 6-8" steps do: stand child at top of stairs facing downward say: come down the steps	Within 3 minutes, child will descend 3 steps, unassisted, by the bump method (using hands and buttocks to scoot down) or by creeping down backwards. criteria: 1/2
	1.32	Rolls a ball material: large 5-8" ball do: seat child on floor facing you, both sit with legs spread; roll the ball to the child say: roll the ball	The child will push the ball with one or both hands so that it rolls at least 2 feet criteria: 2/3
	1.33	Walk/toddles alone for 5 feet do: stand child up and face child at a distance of 5 feet say: walk to me	Child will walk a distance of 5 feet using a walk/toddle gait, extending feet one before the other, with some side to side motion, unassisted, not to exceed 3 minutes. criteria: 1/1 or 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	1.34	Pulls wheeled toy material: 1 pull toy with string and wheels do: stand child up and hand child the string say: pull the toy	Child will use hands to pull the toy by the string while walking a distance of 5 feet, using any gait, within 3 minutes. criteria: 1/2
	1.35	Crawls up 10 steps material: desired food or toy do: place child at bottom of stairs; go up, hold desired object for child to see say: crawl to me	The child will use his hands and legs to crawl up 10 steps without aid within 3 minutes. criteria: 1/1
	1.36	Crawls down 10 steps material: desired food or toy do: place child at top of stairs; go down, hold desired object for child to see say: crawl to me	The child will use his hands and legs to crawl down 10 steps backwards (feet first), without aid, within 3 minutes. criteria: 1/1

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	1.37	Seats self in small chair material: child-size chair do: stand child up facing chair say: sit in the chair	Within 2 minutes child will climb into and seat self in chair unassisted. criteria: 1/2
	1.38	Walks sideways 5 feet do: stand facing child and model walking sideways using step-apart-step-together gait say: do this (while modeling)	Child will walk sideways unassisted using step-apart-step-together gait for a distance of 5 feet. criteria: 1/2
	1.39	Walks backwards 5 feet do: stand next to child and model walking backwards, extending one foot behind the other say: do this (while modeling)	Child will walk backwards unassisted, extending one foot behind the other for a distance of 5 feet, not turning around more than 90°. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	1.40	Can walk-sit-then get up and walk again do: stand child up and face child at distance of 5 feet say: Walk to me. Sit down. Walk to me.	A. Child will walk a distance of 5 feet unassisted, B. sit down on the floor without losing balance, C. stand up again without losing balance and walk another distance of 5 feet. Task not to exceed 3 minutes. criteria: 1/2
	1.41	Turns completely around while standing do: stand facing child and model turning around 360° say: Do this. (While modeling)	Child will turn around 360° shifting feet and with some balance difficulties, but without falling. criteria: 1/2 in one minute
	1.42	Can push a small chair 5 feet material: child-size chair do: stand chair up facing back of chair say: push the chair	Child will extend arms, grasp back of chair with fingers and palms and push the chair across floor a distance of 5 feet within 3 minutes. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 yrs.	1.43	Balances on one foot momentarily do: Model for child how to balance on one foot, then hold child's hands out at his sides until he lifts one foot up; let go of his hands. say: pick up your foot	The child will raise one foot off the ground and keep it up for 1 second while balancing unsupported. criteria: 1/2
	1.44	Gets down from stool or adult-size chair material: one adult-size chair (preferably padded) do: seat child facing forward in chair say: get down	Child will pull knees up in chair, turn over in prone position, hold with arms to lower self backward until feet touch the floor, and stand free of the chair, within 2 minutes of request. criteria: 1/2
	1.45	Climbs in adult-size chair and sits material: one adult-size chair (preferably padded) say: get up in the chair	The child will use his arms to pull and feet to push himself up in the chair on his knees, turn around, and sit with feet sticking out forward within 1 minute of request. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 yrs.	1.46	Walks up and down several steps while holding rail material: staircase with at least three 6-8" steps do: encourage child to hold rail and walk up and down 3 steps	The child will hold the rail with at least 1 hand and walk up and down 3 steps in any fashion, without touching floor with hands within 3 minutes. criteria: 1/2
	1.47	Jumps down 8" elevation do: place child on 8" step say: jump down	The child will jump off the step, landing on the floor in upright position. May lead with one foot, or land on both but must be a "jump" in that both feet are momentarily in the air. criteria: 1/2
	1.48	Kicks a ball forward material: large rubber ball do: demonstrate how to kick the ball, then place the ball in front of the child say: kick the ball	The child will kick the ball forward from a standing position without losing balance. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 yrs.	1.49	Throws a small ball in any direction from standing material: small ball do: demonstrate how to throw the ball; then place the ball in the child's hands, stand 5 feet away, hold out your hands as if to catch say: throw the ball	The child will use one or both hands to propel the ball from a standing position at least 2 feet. criteria: 2/3
	1.50	Jump in place on both feet do: model how to jump several consecutive times on both feet say: you jump like that	The child will jump in place on both feet without losing balance several consecutive times (with no more than 1-2 second latency between jumps). criteria: 2/3
	1.51	Carries small chair while walking material: one small, lightweight chair do: model how to grasp the chair back on both sides and carry the chair; place the chair in front of the child say: now you carry it	The child will grasp the back of the chair with both hands, pick it up off the floor, and walk 3-5 feet without letting it touch the ground. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 yrs.	1.52	Walks 10 feet between parallel lines material: 2 lines on floor 8" apart, 10 feet long do: model how to walk between the lines say: now you walk between the lines	The child will walk 10 feet between the lines without stepping outside once within 1 minute of request. criteria: 1/2
	1.53	Runs 10 feet do: stand with child facing wall 10 feet away say: let me see you run to the wall	Child will run a distance of 10 feet without falling (note: uses arms in swinging back and forth motion. Leans slightly forward, gait is faster than walking, uses toes more than in walking). criteria: 1/1
	1.54	Plays with toy car material: 1 toy car do: place toy on table in front of child say: this is for you to play with	Child will use hands to push car and display some form of fantasy theme, such as imitating sound of car, within 1 minute of request. criteria: 1/1

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 yrs.	1.55	Walks up 3 stairs, no support material: at least three 6-8" steps do: model how to walk up the stairs, marking time say: now you go up like I did	The child will place one foot on first step, then raise other foot up to meet it. Child will continue in that "marking time" manner up all 3 steps without losing balance and without any support. criteria: 1/2
	1.56	Catches a large rolled ball material: large ball or balloon do: seat the child 5 feet away from you with legs spread; roll the ball to him. say: catch the ball	The child will catch the ball by clasping it with his hands and forearms when it arrives between his legs. criteria: 1/2
	1.57	Walks backwards with ease do: stand child up and model walking backwards say: now you walk backwards	Child will walk backward for a distance of 5 feet without looking back over shoulders, not diverging more than 2 ft. from straight line, within 1 minute of request. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 yrs.	1.58	Walks 5 feet on a 3 inch side line material: line on the floor made with 3 inch wide tape do: model how to place one foot in front of the other and walk on the line say: now you walk on the line	The child will walk the entire 5 feet by placing one foot in front of the other and always having some part of his foot touching the line, without losing balance. criteria: 1/2
	1.59	Balances and walks 5 feet on tiptoes do: stand facing child and model walking on toes say: can you do this? (while modeling)	Child will raise up and have weight on balls and toes of feet, pause for at least 1 second, and walk on toes for at least 4 steps without losing balance or touching heels to floor, within 1 minute of request. criteria: 1/2
	1.60	Catches large ball tossed from distance of 5 feet material: large rubber ball do: stand child facing you 5 feet away; throw the ball to child in gentle underhand fashion directly to child's hands say: catch the ball	Child will have arms in front of body ready to catch it in both arms and hold it at least 3 seconds without losing the ball or losing his balance. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 yrs.	1.61	Standing broad jump forward 1 foot material: line on floor do: model how to stand at the line, bend at the knees, throw your arms forward and jump forward landing on both feet say: now you jump like that	The child will stand on the line, bend his knees and jump forward at least one foot, landing upright on both feet. criteria: 1/2
	1.62	Pedals a tricycle several feet material: tricycle do: you may place child on bike, feet on pedals; stand 5 feet away in front of the child say: ride to me	The child will pedal the tricycle by pushing the pedals with his feet, and not touching the feet to the ground, a distance of 5 feet within 2 minutes of request. criteria: 2/3
	1.63	Jump down 12 inches, land on both feet material: a 12 inch platform or chair do: model how to jump down and land on both feet; assist child up on platform. Stand several feet away facing child.	The child will jump down off the platform, landing on both feet at the same time, not losing balance. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 yrs.	1.64	Balances on 1 foot 5 seconds do: model how to put your arms out at your side, pick up one foot, and balance several seconds say: now you balance on one foot	Child will raise one foot off the floor at least 3 inches and keep balance for at least 5 seconds without touching raised foot to floor (note: children are usually more coordinated on one leg than the other) criteria: 1/2 on one leg
	1.65	Catch ball bounced from 5 feet away material: large rubber ball do: bounce the ball to the child from 5 feet away say: ready, catch	The child will catch the ball in both arms and hold it without losing the ball for at least 5 seconds. criteria: 2/3
	1.66	Walk down 3 steps with no support material: at least three 6-8" stairs do: model how to walk down the stairs, marking time say: now you go down like I did	The child will place one foot down the first step, then lower the other foot to meet it. Child will continue in that "marking time" manner down all 3 steps without losing balance and without any support criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	1.67	Gallops "lame duck" fashion 10 feet do: model how to gallop like a horse say: now you gallop to here	Child will gallop by stepping forward on right foot, shifting weight to hop on back left foot, then dragging left foot up to right foot for a distance of 10 feet within 1 minute of request. criteria: 1/2
	1.68	hops 5 hops on both feet do: model how to hop forward on both feet say: now hop like that to here	The child will hop forward 5 hops on both feet without losing balance, within 1 minute of request. criteria: 1/2
	1.69	Pedal tricycle 10 feet in curving path material: marked path 10 feet long, 4 feet wide with one gentle curve do: point out path to child say: please get on the tricycle and ride down this path	The child will get on the tricycle, pedal it with his feet not ever touching ground, and steering it with his hands for the entire distance of the path, never going outside the lines more than one half foot. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	1.70	Squats in play do: model squatting say: do this (while modeling)	The child will squat with knees flexed, so that his buttocks are within 5 inches of ground. criteria: 2/3
	1.71	Swings on swing independently material: swing set do: take child over to swing say: show me how well you swing	Child will approach swing, seat self, use body to propel and produce swinging motion back and forth while pumping legs in and out appropriately back and forth within 2 minutes of request. criteria: 5 swings back and forth correctly
	1.72	Slides on slide material: at least 3 step slide do: take child to slide area say: show me how well you can climb the stairs and slide down	Child will approach slide, climb up at least 3 steps (may be helped if there are more), seat himself, and slide down in sitting position without falling at end, within 2 minutes of request. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Perf. Performance Criteria
3-4	1.73	Hops in place, 1 foot do: model how to hop in place on 1 foot say: hop like me	The child will hop in place at least 4 times on one foot, without touching the other foot to the ground or losing balance. criteria: 1/2
	1.74	Throw small ball forward with direction material: small ball do: model throwing ball forward at designated corner at least 5 feet away; give child the ball say: now you throw the ball in that corner	The child will grasp the ball in 1 hand and throw it (probably underhand) a distance of at least 5 feet in the right direction criteria: 1/2
4-5 yrs.	1.75	Walk on balance beam material: 4" x 5' balance beam at least 3" off ground do: model how to walk length of beam say: now you try it	The child will walk the entire length of the beam with alternating steps, without touching ground at any time. criteria: 2/3
	1.76	Does forward somersault material: mat or rug do: model forward somersault on mat, then stand child facing mat at one end say: now you do a somersault	Without assistance, child will place arms in front of self, lean forward, tuck head, and complete one full somersault without falling to side; within 1 minute of request. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	1.77	Balance on 1 foot 8-10 seconds do: model how to balance on 1 foot for 8 seconds say: now you do it as long as you can	Child will lift one foot at least 3 inches off the ground and balance for 8-10 seconds without losing balance or touching foot to the ground. criteria: 2/3
	1.78	Bounce ball material: large rubber ball do: model how to bounce 3 times then catch ball say: now you bounce it 3 times, and catch it	The child will drop the ball in front of self, then hit it 2 times to keep it bouncing, then catch it. criteria: 1/2
	1.79	Balance on toes do: model balancing on toes for 5 seconds say: now you stand on your toes	Child will raise up so that weight is on toes and ball of feet, and will remain so for at least 5 seconds without losing balance or touching heels to floor. criteria: 2/3
	1.80	Run 10 feet and stop material: mark 2 lines on floor 10 feet apart do: model how to stand on one line with both feet, run quickly to other line and stop on it say: now you do that, be sure to stop right here	The child will start at correct line, run quickly to line 10 feet away, then come to a stop within one foot of the line without losing balance. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	1.81	Push and pull wagon 10 feet material: wagon with handle do: model how to push and pull the wagon say: 1) push the wagon 2) pull the wagon	The child will 1) push the wagon by grabbing the back of it with both hands and pushing it forward at least 10 feet within 2 minutes of request 2) pull the wagon by grasping the handle in 1 hand and pulling it forward 10 feet within 2 minutes of request. criteria: 1/1 each
	1.82	Bounce medium ball forward 6 feet material: medium rubber ball do: model how to toss the ball forward and slightly downward so that it will bounce, then propel forward at least 6 feet; give ball to child say: you do that	The child will run up to the ball from a short distance away and kick it so that it travels the 10 feet and comes within 2 feet of the target. criteria: 1/2
	1.83	Running jump 1½ feet high material: rope or board 1½ feet high off the ground do: model how to stand at least 5 feet away from rope, run and jump over it say: now you do that	The child will run from at least 5 feet away to the rope, jump over it without touching it, then land without losing balance. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	1.84	Kick large ball 10 feet toward target do: make a target spot, model how to kick the ball from 10 feet away to the spot say: now you do that	The child will run up to the ball from a short distance away and kick it so that it travels the 10 feet and comes within 2 feet of the target. criteria: 1/2
	1.85	Toss bean bag material: bean bag and basket 1-1½ feet in diameter do: model how to toss the bag from 5 feet away into the basket say: now you do that	The child will toss the bag (preferably under-handed) from a distance of 5 feet away so that it lands in the basket. criteria: 2/3
	1.86	Throw small ball 15 feet material: small ball do: model how to throw the ball forward in overhand fashion with strength say: throw the ball as far as you can	The child will throw the ball in an overhand fashion with one arm with enough strength to make it go forward at least 15 feet. criteria: 1/2
	1.87	Hop forward on 1 foot do: model hopping forward on one foot 5 feet say: now you hop on one foot	Child will raise 1 foot and hop at least 5 feet without placing raised foot on the floor or losing balance; within 1 minute of request. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	1.88	Bats balloon aloft material: inflated circular balloon do: model how to hit the balloon gently to keep it aloft say: now you keep hitting it to keep it up as long as you can	Child will keep the balloon aloft, never touching the floor, by continuously hitting it for 30-60 seconds. criteria: 1/2
	1.89	Standing broad jump material: line to stand at do: model how to do a standing broad jump say: stand at this line, then jump forward as far as you can	The child will stand at the line, bend his knees, then propel self forward by swinging arms in forward direction, landing in upright position at least 2 feet forward. criteria: 1/2
	1.90	Move through a 4 part obstacle course. material: block to climb over, 3 foot high rope to go under, bean bag to carry on head, and balance beam to walk on do: set obstacles at least 5 feet apart from each other in either a square or straight line course. Model and describe once the correct sequence of events. say: now you go through the obstacle course, don't forget to do anything	The child will perform each of the functions as follows: 1) walk to, step up on, then step down from block 2) crawl under rope without touching it 3) place bean bag on head and carry it 5 feet without dropping it or touching it with hands 4) walk entire length of 5 foot balance beam without falling off ...all in correct sequence within 3 minutes of request. criteria: 1/2

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	1.91	Skip smoothly do: model skipping with a standard hop-step-hop pattern say: now you skip (may be modeled several times)	Child will skip in a standard step-hop step-hop pattern for a distance of 5 feet without pausing; within 2 minutes of request. criteria: 2/3
	1.92	Running broad jump material: broad jump area do: take child to broad jump area and model one jump say: your turn, jump as far as you can	Child will take at least 3 running steps to line and jump without hesitation, landing on both feet at least 3 feet out. criteria: 2/3
	1.93	Walk 2 inch balance beam material: 5' x 2" balance beam, at least 3 inches off the floor do: model how to walk entire distance of beam say: now you do that, try not to fall	The child will walk 5 feet on the 2 inch balance beam using alternating steps without falling off or touching one foot to the floor. criteria: 1/2
	1.94	Heel-toe walk do: model heel-toe walk, placing one foot in front of other with heel touching back toe say: walk like that to me	Child will walk a total of 5 feet using the heel-to-toe walk, in a relatively straight line, without losing balance; within 1 minute of request. criteria: 2/3
	1.95	Descends long stairway material: stairs with 10 or more 6-8 inch steps do: have child climb to top of stairs say: come down all by yourself (model if necessary)	Child will stand at top of stairway and descend steps by alternating feet, without assistance, within 1 minute of request. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	1.96	Carry 10 pound object material: 10 lb. sack of flour or sugar, etc., well sealed do: place sack in child's arms and tell him to carry it 5 feet say: can you carry that from here to there?	The child will carry the 10 pound sack without dropping it, for a distance of 5 feet. criteria: 1/2
	1.97	Catch a small ball from 5 feet material: small ball (4") do: toss the ball directly to the child's hands from 5 feet away say: catch it	The child will catch the ball using both hands. criteria: 2/3
	1.98	Kick a rolling ball material: large rubber ball do: roll the ball to the child from 5-10 feet away say: kick the ball	The child will take a step or two toward the rolling ball, then kick it with one foot so as to propel it 5 feet. criteria: 2/3
	1.99	Jump rope 5 times material: jump rope do: model how to swing rope over your head and jump it 5 times; give rope to child say: try to jump 5 times without missing	The child will hold the ends of the rope in hands, swing it over his head and under feet in a relatively steady motion so as to jump over it 5 times in a row (in any manner) without missing. criteria: 1/3
	1.100	Roll ball to hit object material: large rubber ball, small chair do: place child 10 feet away from chair and instruct him say: roll the ball so that it hits the chair	The child will roll the ball without any bounces a distance of 10 feet to hit the designated chair. criteria: 2/3

AREA: 1.0 Gross Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	1.101	Run 50 feet material: a marked running course of 50' say: start at this line and run without stopping all the way to the end	The child will run quickly the entire distance in a relatively straight line without stumbling or slowing down. criteria: 1/2
	1.102	Slide down backwards material: slide say: please show me how you can go down backwards (model if necessary)	The child will seat self at top of slide with back facing down the ramp, push himself with arms so as to go all the way down the slide in a backward sitting position, and stop at the end or land gently without injury. criteria: 1/1
	1.103	Backward somersault do: model how to do a backward somersault say: try to do a backward somersault like that	The child will squat, place hands on floor, tuck chin in, and push self over backwards; rolling completely back over head and landing on knees or feet again without falling sideways. criteria: 1/2

Section 2.0

FINE MOTOR SKILLS

2.1 to 2.99

Materials for Section 2.0

Fine Motor

Years	
0-1	1" cubes flashlight or bright object rattles, 2 different raisins novel toy large round peg and pegboard partially filled baby bottle cracker ring and peg set formboard, 15" circle showing paper crayon
1-2	small ball toy with multiple moveable parts box with 3" hole in lid large wooden beads cup 1" cubes formboard, 5" circle showing crayon paper child's book ring and peg set three piece formboard large round peg and pegboard jar with 3" screw lid
2-3	child's book 1" cubes paper crayons large beads and string wrapped candy (Kraft) 6-10 piece wooden puzzle with knobs ring and peg set child's scissors
3-4	yellow felt pen, wide tip 1" cubes paper crayons paste 12" tall doll with dress or pants and shirt straight pins children's scissors

2.0 Fine Motor

4-5
8 oz. cup, water
square paper
magazine
ten beads and string
tracing paper
clothespin
child's pencil
pegboard, 6 pegs (2 colors)

5-6
paper
pencil
crayons
ten beans
bottle with 1" opening
pegboard and pegs
children's scissors
two colors paint
paint brush
water
clay or play dough
paste
1" cubes

AREA: Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	2.1	Clenches fist on contact material: one 1" cube do: pick up the cube and touch the palm of the child's hand with it. Repeat, then do it twice to child's other hand.	The child will clench his fist immediately on contact. criteria: 4/4
	2.2	Follows objects with eyes to midline material: flashlight or brightly colored object do: move the objects very slowly from side to side in a small arc 12 inches in front of the child's face	The child will look directly at the object. criteria: 2/3
	2/3	Retains grasp on block held in each hand material: one 1" cube do: place the block in the child's hands one at a time	The child will retain his grasp on the block with each hand for at least 15 seconds. criteria: 2/2
	2.4	Reaches for objects, 2-handed approach material: rattle do: hold child in lap before the table. Shake the rattle for 5 sec., about 2 feet in front of child's face, then place it on the table within the child's reach	The child will extend both arms in the direction of the rattle within 10 seconds of its being placed on the table (not necessary to attain rattle).

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	2.5	Grasps, lifts and manipulates objects Material: rattle do: hold child in lap in front of table. Hold one of his hands out, resting on the table. Place the rattle in the child's hand. Let go of the child's hand.	Child will grasp the rattle with his palm and fingers within 10 seconds, then lift the object at least 3" off the table and manipulate it in any way for at least 5 seconds (i.e., look at it, turn it, shake or bang it). criteria: 2/3
7-12 mths.	2.6	Reaches 1 hand, raking motion material: raisin do: hold child in lap in front of table. Show him the raisin, then place it on the table within sight and reach of the child.	Child will extend one arm toward the raisin, open fingers, place arm/hand on table and attempt to attain raisin in a raking motion within 30 sec. of time it was placed on table. criteria: 2/3
	2.7	Transfers cube material: two 1" cubes do: give the child one cube. Then attempt to give the child a second cube to the same hand. Allow time for the child to transfer the cube to the other hand. If this technique fails, pass by report.	Child will grasp the first cube, then transfer it to his other hand in order to take the second cube within 10 seconds. criteria: 2/3
	2.8	Shakes, bangs objects material: two different rattles do: place child in front of table. Present each toy by shaking it for 5 seconds, then placing it on the table within the child's reach. Repeat if necessary.	Child will grasp one object (with either or both hands) within 10 seconds and shake or bang it for at least 5 seconds. criteria: 2/3

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
7-12 mths.	2.9	Examines objects with eyes material: movel toy do: hold the toy about 1 foot in front of the child's face	The child will look directly at the object for at least 5 seconds (child may reach for toy and hold it to examine). criteria: 1/2
	2.10	Removes a large round peg from pegboard material: large round peg and pegboard do: model how to take the peg out. Hold child in lap, place peg and board in front of child within reach	Child will grasp the peg and pull it completely out of its hole. criteria: 2/3
	2.11	Bangs 2 blocks together material: two 1-2" blocks do: model how to bang the blocks. Place 1 block in each of the child's hands	The child will bang the 2 blocks together at least 2 times within 1 minute. criteria: 1/1
	2.12	Constancy of form material: baby bottle do: hand the bottle to the child backwards	The child will turn the bottle around so that the nipple is facing his mouth within 30 seconds. criteria: 1/1
	2.13	Searches for vanished object material: bottle partially filled do: show the bottle to the child, then hide it nearby within the child's reach and in view under a cloth	The child will turn his head around as if looking for the bottle and will grope around with hands. Will not necessarily find it to pass. criteria: 1/1

AREA: 2.0 Fine Motor

Approx Dev. Level	Item Number	Assessment Condition	Performance Criteria
7-12 mths.	2.14	Pincer prehension material: raisin do: place a raisin on table in front of child, using pincer grasp say: pick it up	Child will pick up the raisin with the ends of thumb and index finger using an over-hand approach within 10 seconds of raisin being placed on table criteria: 2/3
	2.15	Releases grasp material: 2 blocks, cracker do: place a block in each of the child's hands, then hold the cracker up within view and reach	The child will release his grasp on at least one of the blocks in order to take the cracker criteria: 1/1
	2.16	Places 1 ring on peg material: peg and 1 large ring do: model how to place the ring on the peg. Then give the ring to the child and place the peg in front of him say: put the ring on here	The child will place the ring on the peg within 30 seconds criteria: 1/2
	2.17	Removes round object from formboard material: formboard with only one 5" diameter circle do: model how to take the form out, then place formboard in front of child say: now you take it out	The child will use his fingers to remove the circle form from the board completely within 1 minute criteria: 1/2
	2.18	Marks on paper with crayon Material: crayon, paper do: give the crayon to the child, place the paper in front of the child	The child will make any kind of mark on the paper within 1 minute of receiving crayon criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	2.19	Releases ball material: small ball do: have child stand facing you outside at a distance of 4 feet. Throw the ball gently in an underhand fashion toward the child. Then place the ball in the child's hand say: now you throw the ball	Child will hold ball with both hands, move it slightly forward and then release his hands from the ball within 30 seconds of request. criteria: 2/3
	2.20	Manipulates moveable objects material: toy with multiple parts do: place the toy on table within reach of the child, and manipulate the toy in at least 3 ways in 10 seconds say: now you may play with it	Child will begin to manipulate the toy and move at least 2 parts of it within 10 seconds of request. He will continue to play with it for at least 30 seconds. criteria: 1/1
	2.21	Inserts objects in hole material: box with 3 inch hole in lid, large wooden beads do: model how to drop one bead in the hole, then hand several beads to the child	The child will place 2 or 3 beads in the hole within 1 minute. criteria: 2/4
	2.22	Place 3 cubes in cup material: three 1" cubes do: model how to place all 3 cubes in the cup, then give the cubes to the child say: put them in the cup	The child will place all 3 cubes in the cup (probably releasing only on contact) within 1 minute. criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	2.23	Builds tower of 2 cubes in imitation material: two 1" cubes do: have child sitting next to you at a table, place both cubes in front of child. Model placing one on top of the other, then remove the top cube and put it next to the other. say: do this (while modeling)	Within 30 seconds of receiving cube, child will use one or both hands to place one cube on top of the other in such a way as it will remain balanced. criteria: 2/3
	2.24	Removes and replaces circle form material: formboard that is covered to show a circle shape 3-5" in diameter say: watch do: with one hand using a pincer grasp, model taking the circle form out and then replacing it say: now you do it do: push the formboard to within reach of the child note: child may be reminded to put form back in the board	1) the child will use one or both hands to remove circle within 30 seconds of request. criteria: 2/3 2) then child will use one or both hands to place the circle back in the formboard completely within 1 minute of removing it (or 30 seconds of verbal reminder). criteria: 2/3
	2, 25	Scribbles spontaneously material: construction paper, crayon do: seat child at table and place the paper and crayon in front of child' say: you may color	Within 10 seconds the child will pick up the crayon and begin to make any type of marks on the paper. He will color for at least 10 seconds. criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	2.26	Turns pages in a book material: 1 child's book do: seat the child at the table and place the book in front of him. Open the cover and turn the first page, then give the book to the child say: watch (while modeling) Now you do it	Within 10 seconds of receiving the book, the child will make 3 page-turning responses, turning 1,2 or 3 pages at a time. criteria: 3/4
1½-2 yrs.	2.27	Places 3 rings on peg material: ring and peg set do: place complete set on table in front of child and remove rings from peg to table say: put them on the peg	Within 10 seconds of request, child will begin to pick up rings and place all three on the peg. Order not necessary, within 1 minute of start. criteria: 1/3
	2.28	Builds a tower of 4 cubes in imitation material: four 1" cubes do: model how to build a 4 cube tower. Hand the child one cube at a time say: you build a tower like I did	The child will place each cube on top of the others as they are handed to him, until he has a 4 cube tower. criteria: 1/3
	2.29	Works 3 piece formboard material: 3 piece formboard do: put formboard and loose forms on table in front of child. Model one by one how to lift pieces back into board say: 1) take the pieces out 2) put the pieces in	1) Within 10 seconds of request, the child will begin to completely remove all 3 pieces using 1 or both hands. Task not to exceed 1 minute 2) Within 10 seconds of request, the child will begin to put back all 3 pieces so that they fit completely in, using 1 or both hands. Task not to exceed 1½ mins.criteria 1/2

AREA: 2.0 Fine Motor

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1½-2 yrs.	2.30	Places large round peg in pegboard material: large round peg and pegboard do: model how to place the peg in the hole, give the peg and board to the child say: now you put the peg in	The child will place the peg firmly in the hole within 30 seconds. criteria: 1/2
	2.31	Unscrews lid material: jar with 3" screw on lid do: place jar in front of child. Model how to unscrew the lid. Hand the jar to the child say: now you take the lid off	The child will hold the jar with one hand and unscrew the lid with the other hand until it is completely off the jar. criteria: 1/1
	2.32	Makes a train with 2 or more blocks material: five 1" cubes say: can you make a train with these blocks?	The child will place two or more blocks in a line, mostly touching each other. criteria: 1/1
	2.33	Fold paper imitatively, any angle material: 8½" x 11" newsprint papers do: model how to fold the paper over one time and crease it. Give the child an unfolded paper say: can you fold this paper like I did?	The child will fold the paper over at any angle, just one time, and crease the fold line with his hand. criteria: 1/2

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 yrs.	2.34	Turns doorknob material: any door with a knob in reach of the child do: walk child over to a closed door say: open the door	The child will use one or both hands to grasp doorknob with fingers fanned, turn knob completely in one direction, until it unlatches, and begin to push the door within 2 minutes. criteria: 1/1
2-2½ yrs.	2.35	Turn singular pages in a book material: 1 book do: model how to turn 1 page at a time. Give book to child say: turn the pages, one at a time	The child will grasp the right hand page between thumb and finger and turn one page at a time. criteria: 3/4
	2.36	Build tower of 5 or more cubes material: ten 1" cubes do: place all the cubes near the child say: build a tall tower	The child will build a tower of five 1" cubes within 2 minutes. criteria: 1/3
	2.37	Imitates 3-4 simple arm movements do: one at a time, demonstrate the following arm movements, until modeled, or for 30 seconds each 1) raise both hands vertically over head 2) pat head with one hand 3) clap hands in front 4) wave one arm in circle at side of body say: (each time) (name), do this!	Within periods of 30 seconds each, child will imitate the arm movements as follows: 1) extends both arms vertically over head 2) will pat head 3 times with one hand contacting head 3) will clap hands 3 times 4) will extend one arm to side of body and move it in circular motion at least 3 times. criteria: 3/4

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	2.38	Imitate circular, vertical and horizontal strokes material: crayon, paper do: model how to draw circular strokes Give crayon to the child say: do that (repeat with vertical and horizontal strokes)	The child will draw at least 4 of each kind of stroke with the crayon that are 90% circular, vertical or horizontal when each is requested. criteria: 3/3
	2.39	Strings 4 large beads material: 4 large beads, string with firm end do: model stringing beads by picking up lace near end with a pincer grasp, picking up 1 bead with the other hand, inserting end of lace in bead, and sliding bead down to end of the lace. say: do this (while modeling)	Child may string beads in any way which accomplishes the task of putting 4 beads completely on the lace. Task not to exceed 3 minutes. criteria: all 4 beads on string, 1 time
	2.40	Unwraps paper from candy material: 1 wrapped candy do: place candy in front of child on table say: take the paper off	Within 2 minutes, child will use fingers to completely remove the paper wrapper from the candy. criteria: 1/1
	2.41	Imitates "V" strokes on paper material: 1 crayon, paper do: model how to draw large "V" strokes; give crayon to child say: you do that	The child will draw at least 4 "V" strokes, 90% of which are correct. criteria: 1/1

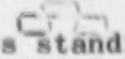
AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	2.42	Builds tower of 6-8 cubes material: ten 1" cubes do: place all the cubes near the child say: build a tall tower	The child will build a tower of 6-8 cubes within 1½ minutes. criteria: 1/2
	2.43	Completes simple puzzles with knobs material: 6-10 piece wooden puzzle, with knobs do: have child help you remove 6-10 pieces of the puzzle; model how to put 1 piece in say: can you put the rest back in? Show me	The child will place the puzzle pieces in the correct places, completely nestled in, one at a time, by grasping the knobs. criteria: 2/4 pieces
	2.44	Stacks 5 rings in order on peg material: ring and peg set (5 rings) do: set complete ring set in front of child. Take rings off and place them in random order on the table to the side of the peg say: put them on the peg in order	Within 3 minutes, child will place all 5 rings on peg in order of size. criteria: 1/3
	2.45	Snips with scissors material: 1 piece of construction paper, 1 pair child's scissors do: place paper and scissors on table in front of child say: cut the paper	Child will place fingers and thumb of 1 hand in holes of scissors and use other hand to steady the paper. Child will make 2 snips, ½" long, within 4 trials. Task not to exceed 1½ minutes. criteria: 2/4

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2½-3 yrs.	2.46	Imitates drawing circle material: crayon, paper do: demonstrate how to draw a large (3") circle, saying Start and Stop when you do say: now you draw a circle like that	The child will draw a circle that is closer to round than oval, or square, with the ends meeting neatly. criteria: 1/2
	2.47	Imitates drawing a cross material: crayon, paper do: demonstrate how to draw a large (3") cross, saying Down and Across as you do so. say: now you draw a cross like that	The child will draw a cross with close to 90° angles and approximately equal length sides. criteria: 1/2
3-4 yrs.	2.48	Trace a 5 inch square material: yellow felt pen crayon, paper do: Draw a 5" square with a wide yellow line. Demonstrate how to trace over it; give crayon & square to child. say: now you trace the square; stay on the lines	The child will trace completely around the lines without deviating off the lines by more than ¼", and with sharp corners. criteria: 1/2
	2.49	Trace a 5 inch diamond material: yellow felt pen, crayon, paper do: Draw a ∼5" diamond with a wide yellow line. Demonstrate how to trace over it; give crayon and diamond shape to child. say: now you trace the diamond; stay on the lines	The child will trace completely around the lines without deviating off the lines by more than ¼", and with sharp corners. criteria: 1/2

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	2.50	Imitates building a 3 cube bridge material: three 1" cubes do: place 3 cubes in front of child and place them to make a bridge like this:  Leave yours standing, and give child 3 blocks say: now you make a bridge	Child will use 1 or both hands to make a bridge with no less than 1/8" opening; within 2 minutes. criteria: 1/3
	2.51	Fold paper 2 times, lengthwise and crosswise material: 2 pieces of construction paper do: take one piece of paper and fold it lengthwise in half say: do this (while modeling) do: after child responds, fold paper in half again, forming a small square say: now do this (while modeling)	Within 1 minute of first request, child will fold and crease paper so that it is approximately in half. Then within 1 minute of second request, the child will fold and crease paper again to form a small square. criteria: 1/1
	2.52	Build tower of 9-10 cubes material: twelve 1" cubes do: place the cubes in front of the child say: please build a tower as tall as you can	The child will place one block on top of another until his tower is 9-10 cubes high, within 1 minute of request. criteria: 1/2
	2.53	Grasps cube without touching table material: one 1" cube do: place cube on table in front of child say: pick up the block	Child will extend one arm, reach over, pick up cube without touching the table with fingers, within 30 seconds. criteria: 2/3

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	2.54	Closes fist and wiggles thumb in imitation say: watch me do: close one fist, raise thumb and wiggle it for 5 seconds say: you do this too	Within 10 seconds of model, the child will begin to close fist, raise thumb and wiggle it in imitation for at least 5 seconds. criteria: 2/2
	2.55	Tower of 5 cubes without pressure do: place 5 cubes in front of child say: build a tower with all of these	Child will build a tower of 5 cubes using one hand, releasing cube on contact with tower and without applying pressure; within 1 minute of request. criteria: 1/2
	2.56	Copy circle material: picture of a 3" circle, crayon, paper do: show the child the picture of the circle say: please draw a circle like that	The child will draw a circle with one continuous line making a very close to round figure, with ends meeting. criteria: 1/2
	2.57	Copy cross material: picture of a 3" cross, crayon, paper do: show the child the picture of the cross say: please draw a cross like that	The child will draw a cross with approximately equal length lines, and 90^{o} angle. criteria: 1/2
	2.58	Draw a 2 part person material: crayon or pencil and paper say: draw a picture of a person	The child will draw a circle for a head plus one other part within 1 minute of request. criteria: 1/2

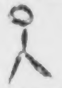
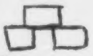
AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	2.59	Paste to connect 2 papers material: construction paper, 3" shapes to paste on, paste do: place materials in front of child say: show me how you paste this shape onto that paper	The child will use index finger to pick up a small amount of paste; rub it smoothly over 60% of one side of the shape until no large lumps remain; place the pasted side of the shape down on the construction paper and press it to make it stick. criteria: 1/1
	2.60	Copies "M" or "N" strokes material: pencils and paper do: deomonstrate how to draw an "M" or "N" with large strokes say: make an "M" like this, go up, down, up, down	The child will make connected strokes with his pencil going up and down several times, the figure does not need to have the exact number of strokes to make a letter, may have more. criteria: 1/1
	2.61	Dress and undress a doll material: approximately 12" tall doll, with dress or pants & shirt do: present dressed doll to child, ask child to undress then dress it. You may prompt verbally but not physically. say: please undress the doll, then put the clothes back on it	The child will unfasten the doll's dress or shirt and pants and completely remove them within 3 minutes, without injuring the doll or clothes. Then the child will put the dress or shirt and pants back on the doll (not fastening it) within 3 minutes. criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	2.62	Pick up pins with one eye closed material: straight pin do: place the pin on the table in front of the child. Cover one of the child's eyes and ask him to pick up the pin. Repeat with other eye closed say: try to pick up the pin	The child will move hand fairly directly to the pin and pick it up in a pincer grasp with each eye closed, 15 seconds per trial. criteria: 2/2
	2.63	Fringe paper with scissors material: paper, child's scissors do: demonstrate how to fringe the edge of the paper with about five ½" snips say: now you make the edge look like fringe (or grass)	The child will make at least four ½" cuts along one edge of the paper while holding paper and scissors correctly, within 2 minutes. criteria: 4/6 cuts
	2.64	Copies 5 printed capital letters material: paper, pencil, felt pen do: print 5 bold capital letters along the top edge of the paper (A, I,C,D,E); point to one at a time, and ask the child to print each letter	The child will make letters closely resembling the printed letters, but not necessarily printed on the right angle or in the correct manner. criteria: 5/5 letters (1/2 trials each)
	2.65	Traces 5" triangle material: yellow felt pen, crayon, paper do: draw a 5" triangle with a wide yellow line; demonstrate how to trace over it. Give crayon and shape to the child say: now you trace the triangle, stay on the lines	The child will trace completely around the lines without deviating off the lines by more than ¼" and with sharp corners. criteria: 1/2

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	2.66	Prints a few capital letters material: paper & pencil say: write a few letters	The child will print 2 recognizable capital letters within 1 minute of request. criteria: 2 letters in 4 tries
4-5 yrs.	2.67	Adds 3 parts to incomplete person material: felt pen, paper do: with the felt pen draw the following figure on the child's paper:  Put the paper in front of child say: can you draw more on this person?	Child will draw at least 3 additional, recognizable parts on the figure, within 1 minute of request. criteria: 1/2
	2.68	Carries water without spilling material: one 8 oz. cup, water do: fill cup 3/4 full with water and hand it to child say: walk over there	Child will hold the cup in 1 hand and walk a distance of 5 feet without spilling any water within 1 minute of request. criteria: 1/1
	2.69	Builds 3 cube bridge spontaneously material: three 1" cubes do: place cubes on table in front of child say: build a bridge with the cubes	Within 2 minutes of request, child will build a bridge with no less than 1/8" opening between bottom cubes.  criteria: 1/2

AREA: 2.0 Fine Motor

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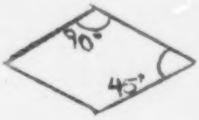
4-5 yrs.	2.70	Folds paper 3 times material: 2 pieces construction paper do: model folding the paper in half, in half, and in half again (3 times) say: watch (while modeling) now you fold your paper 3 times	Child will fold and crease the paper 3 times in close approximation to model. Angle of fold not important. Task not to exceed 2 minutes. criteria: 1/1
	2.71	Fold square paper diagonally into triangle material: 2 pieces square construction paper (8") do: model folding one piece of paper diagonally, 1 time, to make a triangle. Give child his piece of paper say: now you do that	Child will fold the paper, closely approximating the model, within 1 minute of receiving paper. Point of folded triangle not to be mis-matched more than ½". criteria: 1/2
	2.72	Imitate bringing thumb into opposition with each finger do: model how to spread your hand open and touch each finger in sequence with your thumb. Ask child to do it with you. say: now you do that	The child will spread his hand, palm up, and touch thumb to each finger sequentially, within 10 seconds for each hand. criteria: 1/2 tries each hand
	2.73	Copy square material: picture of 3" square, paper, pencil do: show the child the square, give him paper and pencil say: draw a square like that	The child will draw a square with 4 right angles, lines close to meeting at corners, lines relatively equal in length and straight, within 1 minute of request. criteria: 1/2

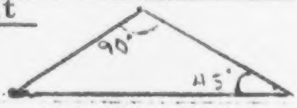
AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	2.74	Copy diamond material: picture of 3" diamond, paper, pencil do: show the child the diamond, give him paper and pencil say: draw a diamond like that 	The child will draw a diamond with approximately correct angles (90° and 45°), lines close to meeting at corners, lines relatively equal in length and straight, within 1 minute of request. criteria: 1/2
	2.75	Cut on line material: paper, child's scissors, felt pen do: draw a fat line with the felt pen across 8" side of paper say: please cut on the line	The child will hold the scissors and paper correctly to cut the entire length of the line, not deviating more than ½" off it. criteria: 1/1
	2.76	Cut out picture material: magazine picture child's scissors do: have child point out the part of a picture he would like to cut out say: cut out the picture	The child will cut the designated picture out of the page in any manner, leaving the desired part of the picture 90° intact. criteria: 1/1
	2.77	String 10 large beads material: 10 large beads, string with knot in one end, firm tip on other end say: string all these beads as fast as you can	The child will place all 10 beads on the string within 1½ minutes. criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	2.78	Trace design using tracing paper material: simple house drawn on construction paper, pencil, tracing paper, paper clip do: clip the tracing paper over the house picture and show the child the picture. say: trace with your pencil over these lines	The child will hold the paper in place with one hand, and draw on top of the paper over the lines so that when the tracing paper is removed 90^0 of the house was traced, and the paper is not torn. criteria: 1/2
	2.79	Opens and places clothespins material: 2 wooden or plastic clothespins which press open, construction paper or cardboard say: now you put a clothespin on here	The child will press open the clothespin using only one hand and grip it firmly on the cardboard's edge within 1 minute of request. criteria: 2/2
	2.80	Holds pencil like an adult material: pencil, paper do: model how to hold pencil correctly and make a few strokes on paper say: show me how you hold a pencil, write here	The child will pick up the pencil and hold it near the writing end between his thumb and index finger, resting against his middle finger; and continue to hold it that way while he writes with his hand resting on the paper. criteria: 1/1
	2.81	Colors within lines of a circle material: felt pen, crayon and paper do: draw a 3" circle on the paper say: please color inside the lines of this circle	The child will fill in 60^0 of the circle with color, not deviating outside the line by more than ½" more than 3 times within 2 minutes of request. criteria: 1/2

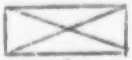
AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	2.82	Imitates 4 peg pattern of colors material: 2 colors of pegs, 6 each, peg board do: make a line of 4 pegs, alternating colors say: make a line with the colors just like that	The child will place at least 4 pegs in a line, with the colors exactly matching the pattern you made. criteria: 1/1
	2.83	Prints first name Material: paper, pencil say: Please write your name	The child will print his first name from left to right in a relatively straight line, with all letters recognizable and facing right direction (probably but not necessarily all caps) without any assistance or prompting, within 3 minutes of request. criteria: 1/2
5-6 yrs.	2.84	Copy triangle material: picture of 3" triangle, paper, pencil do: show the child the triangle; give him paper and pencil say: draw a triangle like that 	The child will draw a triangle with approximately correct angles (45° & 90°), with lines close to meeting at corners, relatively straight, within 1 minute of request. criteria: 1/2
	2.85	Draw a recognizable person-6 parts material: paper, pencil say: draw a person	The child will draw a picture of a person that is recognizable and contains any 6 parts (count eyes, ears, and legs as 1 part). criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Condition	Performance Criteria
5-6 yrs.	2.86	Places beans (pellets) in a bottle material: 10 beans, bottle with 1" opening do: model how to put 1 bean in the bottle at a time at a fast pace say: now you put all these beans in the bottle 1 at a time, as fast as you can. Ready, go.	The child will pick up one bean at a time with a pincer grasp and place it in the bottle, putting all of them in the bottle within 20 seconds. criteria: 1/2
	2.87	Fold triangle 2 times material: 8" square papers do: model how to fold the paper diagonally to make a triangle once, then fold diagonally again to make another triangle say: now fold a triangle 2 times with your paper like I did	The child will fold the paper diagonally into a triangle 2 times, each time with the corners matching within ¼" and the paper creased well, within 1 minute of request. criteria: 1/1
	2.88	Draws a house material: crayon, paper say: draw a picture of a house.	The child will draw a recognizable house which has at least 3 of the following parts-frame, roof, door, window, chimney, smoke, walkway; within 2 minutes of request. criteria: 1/2
	2.89	Make a simple, recognizable drawing material: crayon, pencil, paper say: draw a picture of something for me-not a person or a house) (You may prompt with suggestion if necessary, i.e., car, tree, sun, train or dog)	The child will make a simple yet recognizable drawing of any object except a person or a house, within 3 minutes of request. criteria: 1/1

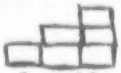
AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Condition	Performance Criteria
5-6 yrs.	2.90	Copy rectangular shape with diagonals material: picture of design, pencil, paper  do: show the child the picture of the design say: draw a picture just like that	The child will draw a good rectangle with right angles, straight sides, and then draw a cross inside it going from corner to corner in straight lines within two minutes of request. criteria: 1/2
	2.91	Trace around hand material: crayon, paper do: model how to trace around your entire hand say: now you trace your hand like that	The child will hold crayon in his usual writing hand, place other hand palm down on the paper with fingers spread. He will trace around in any manner so that the end product looks like a hand with all fingers and thumb present. criteria: 1/2
	2.92	Draw 4 shapes on random request material: paper, pencil do: in random order, request child to draw a rectangle, circle, square, and triangle	The child will make an accurate drawing of each of the 4 shapes requested without seeing any models, within 1 minute of each request. criteria: 4/4 shapes
	2.93	Reproduce a pegboard design of a shape material: pegs & pegboard do: make about a 2" circle, square or triangle with pegs on the pegboard. Give extra pegs to child. say: Can you make a shape like that with the pegs? Show me.	The child will make the same shape with the pegs within 3 minutes of request. criteria: 1/2

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	2.94	Cut an interior piece from a paper material: felt pen, paper, child's scissors do: draw a 4" square in the center of the paper say: please cut the square out	The child will cut into the square from the outside edge of the paper from 2 places at the most, then cut around all 4 edges of the square not deviating off the line by more than ½", making neat corners; within 3 minutes of request. criteria: 1/2
	2.95	Paste 2-3 pictures on paper material: felt pen, paper, child's scissors do: draw a 4" square in the center of the paper say: please cut the square out	The child will use his/her index finger to apply the paste smoothly (no large lumps) to 60% of the back of 2-3 pictures, then stick each picture on the paper without any edges overlapping, within 5 minutes of request. criteria: 1/1 (entire task)
	2.96	Paint picture material: 2 colors of paint, brush, water, paper do: give materials to child and ask him to paint you a picture	Child will use 1 brush to apply both colors of paint to the paper by using the water to rinse the brush, and not mixing the colors. He/she will paint a picture with at least 1 recognizable detail (e.g., sun, car, person) within 5 minutes. criteria: 1/1

AREA: 2.0 Fine Motor

Approx. Dev. Level	Item Number	Assessment Condition	Performance Criteria
5-6 yrs.	2.97	Make a clay object with 2 small parts material: clay or play dough do: ask the child to make something with the clay; you may give suggestions (e.g., car, animal, plate & food) but may not model how to do it	The child will mold the clay into an object and *tell you what it is*. It must contain at least 2 parts and look somewhat like the child's description. criteria: 1/2
	2.98	Builds 3 steps with blocks material: six 1" cubes do: model building 3 steps which look like this:  then take the cubes apart say: *now you build the steps*	Child will build 3 steps which closely approximate the model within 2 minutes of request. criteria: 1/2
	2.99	Definite left/right preference do: during the testing of other items in this section, notice which hand the child consistently uses to write, draw and cut with	Child consistently uses the same hand to write or color with, without exception. criteria: same hand observed on at least 5 occasions, other hand never used.

Section 3.0

LANGUAGE SKILLS

3.1 to 3.105

report items: 3.1, 3.2, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12, 3.15, 3.17, 3.20, 3.23, 3.25, 3.26, 3.28, 3.35, 3.45, 3.50, 3.77

Materials for Section 3.0

Language

Years	
0-1	none
1-2	familiar objects (e.g., ball)
	several toys
	picture of baby and dog
	ball, block, brush, key
	record with animal sounds
	ball, box
	pictures of 5 (new) objects
	desirable food or toy
	toy belonging to child
	large doll with good, clear features
	small ball, keys, block
	8 familiar objects
	picture of completely dressed person, including hat
2-2½	desirable food or toy
	picture of child sleeping
	pictures of child eating
	pictures of big ball, small ball, dog, cat, car, tree, comb, brush, shirt, flower, book apple
	seven 1" cubes
	three squares of red, yellow, and blue paper
	three blocks, red, yellow, and blue
	shoe box
	desirable food
	candle and match
	doll
	two identical objects, different lengths
	six objects (paper, blocks) red, yellow, gree blue, orange
	three-five pictures with plural number of objects
3-4	block and box
	5" paper square and circle
	four pictures depicting adjectives
	three blocks
	three jars, water, sand, or beans
	two sets of papers, each with 3 shades of one color
	two sets of 3 pictures depicting familiar sequence
	mat with frame for familiar sequence of 3 pictures
4-5	two sets of objects, red, yellow and blue
	picture of pretty house
	picture of ugly house
	two sets of 10 objects
	four sets of 2 pictures the same
	two sets of 4 picture sequences familiar to child

3.0 Language
(continued)

4-5

mat with frames for above 4 pictures
record or tape of 5 environmental sounds (e.g., animal, household, voices)
assortment of 6 objects familiar to child
towel
leather shoe
metal spoon
wood table
two sets of 3 identical objects (e.g., blocks, cups, papers, etc.) each a different size
penny, nickel, dime, quarter

5-6

set of 10 circles, squares, and triangles that are 3 different random colors
three cups to put shapes in
twelve blocks
six 2" square colors of paper - red, yellow, blue green, orange, purple
ten cards with numerals 1-10 printed on them
ten pictures with 1-10 objects pictured on them

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	3.1 E	Produces vowel-like sounds (aah, eeh)	The child is observed making any vowel-like utterances, spontaneously.
	3.2 E	Vocalizes discomfort	The child is observed vocalizing about something that can be identified as discomforting, such as being dressed or stuck with a pin. Upon removal of the source of discomfort, the child will usually stop crying.
	3.3 R	Listens to human voice do: while the child is occupied, stand 2-3 feet away and talk to him/her	The child indicates that he is listening to your voice by momentarily stopping his/her activity. May turn head in your direction. criteria: 2/3
	3.4 R	Watches speaker's eyes and mouth do: position your face about 1 foot away from the child's face: talk to him/her and blink your eyes a few times	The child will indicate he/she is watching your eyes and mouth by turning his/her head and gazing in your direction, while remaining still for a few seconds. criteria: 2/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Condition	Performance Criteria
0-6 mths.	3.5 E	Babbles (repeats 1 syllable, e.g., "gaga")	The child is observed babbling by repeating consonant and vowel sounds over and over.
	3.6 R	Turns head in direction of sound do: stand a few feet away from the child and make some distinctive musical or vocal noises	The child will turn his head in the direction of the sound within 3 seconds. criteria: 2/3
	3.7 E	Coos, babbles and laughs	It is expected that the child makes non-crying sounds (such as coos, babbles and laughs) the majority of the time. Time samples of several 15 minute periods in a day should indicate a ratio of crying to non-crying sounds at less than 1/2.
	3.8 E	Four or more syllables are present in child's vocalizations (e.g., ga, ba, ma, beh)	The child has been observed making at least 4 syllable sounds (consonant and viwel). The most common consonants are g, k, m, p, b; most common vowels are aah and eh.
	3.9 R	Looks and/or vocalizes in response to own name do: while child is occupied, stand a few feet away and say his/her name 2 to 4 times	The child will momentarily stop his activity and turn his head in your direction. Or the child may vocalize in response within 3 seconds. criteria: 2/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 mths.	3.10 E	Varies pitch and loudness in vocalizations	The child is observed using different pitches and volumes during crying or other vocalizations. Most likely to be observed when child cries loudly about some discomfort, then becomes more quiet when comforted.
	3.11 R	Interrupts crying when spoken to by parents	The child momentarily stops crying about 75% of the time when spoken to by his/her parents.
6-12 mths.	3.12 E	Uses jargon, making sentence-like utterances	The child is observed making inflected flows of connected sounds (not words) that seem like a sentence.
	3.13 R	Looks for family members or pets named in conversation do: mention the name of a family member or pet who is in the same room say: where"s (daddy)?"	The child will turn his head in the direction of the person or pet named within 5 seconds. criteria: 1/2
	3.14 R	Looks at common objects when their names are spoken do: mention the name of an object very familiar to the child, and within his view say:"where's (bottle?)"	The child will turn his head in the direction of the object named within 5 seconds criteria: 1/2

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Condition	Performance Criteria
6-12 mnths	3.15 E	Uses consonants d, m, b, z	The child is observed using the consonants d, m, b and z while vocalizing during a 24 hour observation period
	3.16 E	Imitates babbling and inflections in voice do: hold the child so he/she is close to your face say: make a series of babbling and cooing sounds with changes in inflection for several minutes	The child will respond by making some vocalizations with changes in inflection similar to yours criteria: 2 responses in 2-4 minutes
	3.17 R	Responds to "no" by stopping activity	The child is observed stopping an unappropriate activity for a few seconds when told "no". He will do so the majority of the time.
	3.18 R	Imitates gestures do: model the following 2 responses: 1) clap hands 2) tap table say: do this	The child will imitate both gestures within 10 seconds of request. criteria: 1/2
	3.19 R	Follows simple commands do: try both of the following: 1) while the child is 5 feet away, put out your arms and say come here	The child will correctly comply with one of the two requests within 5 seconds criteria: 1/2

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
6-12 mths.	3.19 continued	2) when the child is next to you, point to a familiar toy and say give me the ball.	
	3.20 E	Copies sound heard in environment - echolalia	The child is observed copying sounds (such as voice sounds, car or train sounds) he has heard in the environment at least once during a 24 hour period.
1-1½ yrs.	3.21 R	Responds by searching movements to simple questions say: where is (daddy, pet's name, etc.)	The child will stop other activities for a few seconds to turn head and body in several directions as if s/he were searching. criteria: 1/2
	3.22 E	Imitates words other than "mama" or "dada" material: familiar object do: seat the child so s/he faces you. Show him a very familiar object (you may try several) say: (name), say (ball)	The child will say the word (or close aparoximation) within 5 seconds of request. criteria: 2/3
	3.23 E	Produces first word	Child has been observed saying, spontaneously and unmistakably, a word other than "mama" or "dada".

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AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	3.24 R	Gives a toy on request plus gesture material: several toys do: place several toys near the child. When s/he is playing with one, reach your arm out say: give me the (ball), please	The child will push the indicated toy toward you, or will place it in your hand within 10 seconds of request. criteria: 1/2
	3.25 E	Consistent use of 3 or more words	The child is observed using 3 or more words with meaning during a 24 hour observation period.
	3.26 E	Consistent use of seven or more words	The child is observed using 7 or more words with meaning during a 48 hour observation period.
	3.27 R	Points to baby and dog in pictures material: pictures of a baby and a dog do: place both pictures in front of the child say: point to the baby/dog	The child will point to each picture within 10 seconds of request. criteria: 1/2
	3.28 E	Uses consonants w, t, j and n	The child is observed using the consonants w, t, j & n while vocalizing during a 48 hour observation period.

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	3.29 E	Names two out of four objects material: ball, book, brush, key do: hold one object at a time in front of the child say: what's this? adjustment: 1) point to the objects 2) use other, more familiar objects	The child will name the object (close approximation to the word) within 10 seconds of request. criteria: 2/4
	3.30 R	Brings familiar object from another area on request material: several familiar toys do: place the material at least 10 feet away say: bring me the (book)	The child will go, pick up the object, and bring it back to you within 30 seconds of request. criteria: 1/2
	3.31 E	Imitates new sounds in the environment material: record with animal sounds do: play a record with animal sounds (dog, cow). Immediately after, demonstrate how to imitate the sound say: say (moo-moo)	The child will imitate two out of four sounds presented within 10 seconds of request. criteria: 2/4
	3.32 R	Follows simple directions material: ball, box do: give the child the following directions, one at a time say: 1) roll the ball to me 2) put the ball on the table 3) give the ball to me 4) put the ball in the box	The child will correctly respond within 10 seconds to the request. criteria: 2/4

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R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-1½ yrs.	3.33 E	Imitates 3 new words material: pictures of 5 objects, not in child's vocabulary if possible do: hold 1 picture at a time in front of the child say: say (ball)	The child will imitate the word (close approximation) within 5 seconds of request, criteria: 1/2
1½-2 yrs.	3.34 E	Imitates a 2-3 word sentence material: desirable food or toy do: hold the food or toy in front of the child say: say, I want (cookie)	The child will imitate 2 or 3 words in the sentence (close approximation) within 10 seconds of request. criteria: 2/3
	3.35 E	Uses some 2 word combinations	The child is observed using some 2 word combinations, for example: adjective & noun - big car possessive & noun - my car quantifier - more bottle location - there car negation - potty no question - Mommy car? during a 24 hour observation period
	3.36 R	Responds correctly to "come here, sit down" do: walk around the child, then sit in one chair and offer another chair to the child say: come here, sit down	The child will sit in the indicated chair within 30 seconds of request. criteria: 1/2

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 yrs	3.37 R	Understands personal pronouns "him" and "her" material: one toy or object do: take the child over to 2 other people, 1 male and 1 female. Without using any gestures, say: 1) give the (book) to him 2) give the (book) to her	The child will give the object to the correct person when asked randomly to give it to him/her within 30 seconds of request. criteria: 2/3
	3.38 E	Uses own name in reference to self material: a toy belonging to the child do: hold the toy in front of the child say: whose toy is this?	The child will say "(Kevin's) toy" within 30 seconds of request criteria: 1/2 (Or child is observed using own name in reference to self during a 24 hour observation period).
	3.39 R	Points to at least 4 major parts of doll material: a large doll with clear features do: hold the doll in front of the child say: point to the leg, foot, arm, hand, head, body, etc.	The child will point to four of six body parts within 15 seconds of each request. criteria: 4/6 body parts pointed to
	3.40 E	Names missing object when 3 are presented, and then one is taken away material: small ball, keys, book	The child will name the missing object (close approximation) within 30 seconds of request. criteria: 2/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2	3.40 continued	do: place the 3 objects in front of the child. S/he may name each object once, then have child close his eyes while you hide one object behind your back say: Look, what's missing?	
	3.41 R	Selects an item from a group of 5 varied items material: 8 objects familiar to the child (e.g., car, book, ball, spoon, keys, cup, brush) do: place 5 items in front of child. Vary one of the 5 items for each of 3 trials say: give me the (book)	The child will pick up the correct item within 15 seconds of request. criteria: 2/3
	3.42 R	Points to clothing in picture material: picture of a person completely dressed, including hat do: hold the picture in front of the child say: point to the (hat)	The child will point to 3 out of 5 clothing parts named within 15 seconds of request. criteria: 3/5
	3.43 R	Points to objects common in the home say: point to the chair/table/light/potty/door (or others)	The child will point to or go to 3 out of 5 objects named within 30 seconds of request. criteria: 3/5
2-2½ yrs.	3.44 E	Repeats 2 numbers say: say 2-3 say 5-1 say 4-8	The child will repeat the numbers in correct sequence within 15 seconds of request. criteria: 2/3

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R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	3.45 E	Refers to self using pronouns I, me and mine material: one desirable food or toy do: hold the object in front of the child say: 1) do you want the (cookie)? say "I want (cookie)" 2) ask whose (cookie) is that? Say "my (cookie) 3) ask whose (cookie) is that? Say "mine"	The child imitates all 3 pronouns clearly (not necessarily all other words) when asked each time. criteria: 3/3 pronouns (may be 1/2 or 2/3 trials each) plus the child is observed using at least 2 of the 3 pronouns during a 24 hour observation period.
	3.46 R	Selects appropriate pictures for eating and sleeping material: 2 pictures, 1 of a child sleeping and the other of a child eating do: place both pictures in front of the child say: point to (baby) sleeping. Point to (baby) eating	The child will point to the correct picture within 15 seconds of request. criteria: 3/4
	3.47 R	Points to smaller parts of own body say: point to your ear/nose/mouth/eyes/hair/fingers/toes	The child will point to the named part within 10 seconds of request. criteria: 4/7
	3.48 E	Gives full name on request say: What is your name? If the child only gives his/her first name say: What's your other name? Is it (Kevin) Brown? Give wrong name.	The child will state his full name correctly after no more than 3 prompts. criteria: 1/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	3.49 E	Associates word with object's use do: seat child in front of you and ask say: 1) what do you eat with? 2) what do you drink with? 3) what do you wear? 4) what do you write with? Adjustment - have child point to correct object or picture	The child will answer each question correctly within 30 seconds of request. criteria: 4/4 suggested answers: 1) spoon, fork, etc. 2) cup, glass, bottle, etc. 3) any item of clothing 4) pencil, pen, crayon, marker, etc.
	3.50 E	Combines words into simple 2-3 word sentences	The child is observed using 2 word sentences (e.g., either noun-verb or verb-noun i.e., car-go or eat-cookie) during a 24 hour observation period.
	3.51 E	Associates body parts with their function say: 1) what do you see with? 2) what do you hear with? 3) what do you eat/talk with? 4) what do you smell with? 5) what do you touch with? Adjustment - have child point to correct body part	The child will answer the questions correctly within 15 seconds of request as follows: 1) eyes 2) ears 3)mouth 4) nose 5) hands/fingers criteria: 3/5

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	3.52 R	Points to big and little balls in pictures when shown both material: 2 pictures, 1 of a big ball and the other small do: place both pictures in front of the child say: 1) point to the big ball 2) point to the small ball	The child will point to the correct picture within 15 seconds of request. criteria: 3/4
	3.53 E	Names pictures of familiar objects material: pictures of dog, cat, car, tree, comb, brush, shirt, flower, book, apple do: present pictures individually say: what is this? Pause 30 seconds between presentations adjustment: present 2 pictures at a time, ask child to identify one, "Point to the ______"	Child will state a close approximation to the name of each picture within 10 seconds of each presentation. #named — age 10 — 3'6 8 — 3 5+ — 2'6 3+ — 2 #gestured — age 7+ — 2'6 5+ — 2 2+ — 1'9 1 — 1'3
	3.54 R	Understands "Just 1" material: four 1" cubes do: present all cubes, use both hands; one hand is palm up to receive cubes, the other with 1 finger up to indicate "just 1" say: give me 1 block, just 1 and pause long enough to see if child picks up more than 1 block	Child will pick up one block and place it in examiner's hand within 10 seconds of request. Child will not place more than 1 block in hand. criteria: 2/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-2½ yrs.	3.55 R	Matches 3 colors material: 3 squares of red, yellow & blue paper, 3 blocks, red, yellow & blue do: place the 3 colored papers in front of the child. Hand the child one block at a time say: put this on the color it matches OR find the color that is the same	The child will place each block on the correct matching color, or will point to the matching color, within 10 seconds of each request. criteria: 3/3
	3.56 R	Takes turns material: 7 blocks, shoe box do: present all blocks and box on table. Pick up 1 block and place it in the box say: I'll put a block in the box. Now you put a block in the box - pause for a response say: my turn, your turn	Within 10 seconds of "now you put a block.." (and not before) child will pick up and place 1 cube (no more) in the box and will not put another block in the box until it's his turn again (although they may touch other blocks) continuing until the child has placed at least 3 blocks in, in turn. criteria: 3/4
	3.57 E	Verbalizes "I want ______ please" material: desirable food do: show child the food say: Do you want this? Ask for it. Say, "I ..."	After no more than 3 prompts (with no greater cue than the first word "I") the child will state "I want ____ please". criteria: 1/3
2½-3 yrs.	3.58 E	Blows out candle material: candle and match do: light the candle and place it in front of the child say: Can you blow it out?	The child will blow out the candle in 3 or fewer breaths. criteria: 1/3

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R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2½-3 yrs.	3.59 E	Tells sex say: (if boy) Are you a little boy or a little girl? (if girl) Are you a little girl or a little boy?	The child will clearly state appropriate sex, boy or girl, within 10 seconds of request. criteria: 2/3
	3.60 R	Carries out 3 simple related commands given at once material: doll do: place the doll 5' away say: Listen, I want you to stand up, get the doll, then come sit. Ready, go.	Within 10 seconds of the cue to go, the child will carry out all 3 parts of the request correctly. criteria: 1/2
	3.61 E	Repeats sentence of 6-7 syllables say: 1) say "I have a kitty-cat." 2) say "My name is (Billy Smith)."	The child will correctly imitate (close approximation) one of the two sentences within 10 seconds of request. criteria: 1/2
	3.62 R	Responds by gesture to verbs say: 1) show me how you walk 2) show me how you run 3) show me how you hop 4) show me how you climb	The child will correctly act out 2 of the 4 verbs within 15 seconds of each request. criteria: 2/4
	3.63 E	Tells age when asked say: How old are you? (you may prompt child to say the number, not just show you fingers)	The child will clearly state his/her correct age within 15 seconds of request. criteria: 1/2

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2½-3 yrs.	3.64 R	Points to longer of 2 objects material: 2 identical objects, clearly different in length (e.g., pencils, blocks) do: lay the 2 objects side by side in front of the child say: point to the longer one Repeat procedure several times after moving position of objects	The child will correctly point to the longer object within 10 seconds of request. criteria: 2/3
	3.65 E	Names 1 color correctly material: 6 identical objects (papers, blocks) which are red, yellow, green, blue and orange do: Place all 6 objects in front of child. Point to one at a time. say: What color is this? Repeat 2 times	The child will correctly name at least one color at least 2 out of 3 times within 10 seconds of request. criteria: 2/3
	3.66 E	Add "s" to words to form plurals material: 3 to 5 pictures familiar to child, several of the seme objects on each picture do: show the pictures to child one at a time say: What do you see?	The child will correctly name 2 pictures, with an "s" on the end of the word, within 10 seconds of request. criteria: 2/3
	3.67 E	Repeats 3 digits do: present the following three sequences of 3 digits, allowing time (30 sec.) between for response say: 1) say 4, 6, 2 2) say 5, 9, 1 3) say 3, 8, 7	Child will repeat the sequence clearly and in order within 10 seconds of each request. Only one correct sequence is needed to pass. criteria: 1/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	3.68 R	Carries out 4 requests using prepositions material: block and box do: place the box in front of the child, give him the block say: 1) put the block on top of the box 2) put the block inside of the box 3) put the block under the box 4) put the block behind the box 5) put the block beside the box 6) put the block in front of the box	The child will place the block in the correct position within 10 seconds of request. criteria: 2/2 for each of 4/6 prepositions
	3.69	Answers questions by describing appropriate action say: 1) What do you do when you are hungry? 2) What do you do when you are sleepy? 3) What do you do when you are cold? Check for gestures	Child will state clearly the following answers (or close approximation) within 10 seconds of each request. 1) eat 2) sleep, or go to bed 3) put on a coat, or get warm, or go inside criteria: 2/3 answers
	3.70 R	Points to circle and square material: 5" paper square and circle, same color do: place both shapes in front of the child say: 1) point to the square 2) point to the circle Repeat 2 more times, different order	The child will correctly point to the shape named within 10 seconds of request. criteria: 2/3

E - Expressive
R - Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	3.71 R	Points to pictures of adjectives material: 4 pictures clearly depicting adjectives, such as: hot - soup cold - ice wet - boots in puddle heavy - brick do: place all 4 pictures in front of the child say: point to something (heavy) Name each picture twice in random order	The child will correctly point to the adjective named within 10 seconds of request. criteria: 2/2 per adjective for 3/4 pictures
	3.72 E	Counts 3 objects material: 3 objects do: place the 3 objects in front of child, you may guide the child's hand if necessary say: Count the blocks; how many are there? Repeat 2 times	The child will count 1, 2,3 out loud within 15 seconds of request. criteria: 2/3
	3.73 E	Whispers (in imitation) say: (in a whisper) Can you whisper like me? Say my name is _____ You may prompt for 1 minute	The child will whisper something for at least 5 seconds during the one minute of prompting.
	3.74 R	Order 3 objects by volume material: 3 jars or glasses filled with water, sand, beans, etc., to approximately 1/4,1/2 and 3/4 full do: place the 3 jars in front of child, out of order say: Can you put these jars in order from the least to the most? Adjustment - model doing it using words familiar to child	The child will place the jars in a line from least to most within 30 seconds of request. criteria: 2/3

E - Expressive
R - Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	3.75 R	Order 3 shades or color material: 2 sets of papers, each set containing 3 shades of one color do: place one set of 3 papers in front of child say: Can you place these papers in order from the darkest to the lightest? Repeat with other set Adjustment - model how, with words more familiar to child	The child will place both sets of 3 colors in order from darkest to lightest within 30 seconds of request. criteria: 2/2
	3.76 R	Properly sequences a 3 picture story material: 2 sets of 3 pictures that clearly depict a sequence familiar to the child, plus a mat with 3 frames to place the pictures in do: place the mat in front of child; place one set of 3 pictures in random order on the table say: Can you put these pictures in order to tell a story? Tell me about the story. Repeat with other set Adjustment - model how to do it with one set	The child will place all 3 pictures in proper sequence on the mat, plus say at least one word about each picture. criteria: 1/2
	3.77 E	Uses 4-6 word sentences (Report)	The child is observed using a 4-6 word sentence at least once during a 24 hour observation period.

E - Expressive
R - Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 yrs.	3.78 E	Knows name of street he lives on say: Where do you live? Tell me the name of the street.	The child will correctly name the street he lives on within 15 seconds of request. criteria: 1/2
	3.79 E	Recites rhymes or songs from memory do: suggest 4 or 5 rhymes or songs to the child by saying up to half of it say: Can you say that rhyme/song? Examples: Mary Had a Little Lamb Humpty Dumpty Hickory Dickory Dock Eensy Weensy Spider	The child will state 4 lines of any rhyme or song without missing any words. criteria: 4 lines of 1 rhyme or song
4-5 yrs.	3.80 E	Names 3 primary colors material: 2 sets of 3 of the same objects, 1 each red, yellow and blue do: place one set of objects in front of child, pick up one at a time say: What color is this? Repeat with other set	The child will name each color correctly for both sets of objects. criteria: 2/2 per color red, yellow and blue
	3.81 R	Compares pictures material: 2 pictures, one of a pretty house and the other an ugly house do: place both pictures in front of the child say: point to the prettier house Change picture position and repeat 2 times	The child will point to the pretty house within 10 seconds of request. criteria: 2/3

E - Expressive
R - Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	3.82 E	Counts 10 objects material: 2 sets of 10 identical objects do: place one set of 10 objects in front of the child say: How many are there? Please count them.	The child will say "1, 2,3,4,5,6,7,8,9,10" while pointing to one object at a time, for each set of objects. criteria: 2/2 (counting complete sets 1-10)
	3.83 R	Carries out in order a request containing 3 unrelated parts say: Listen to me. Don't start until I say "go". Touch your head, clap your hands, then hit the table. Ready, go! (pause for response) Now listen again. Stand up, turn around, then jump up and down. Ready, go!	The child will perform one of the sequences in correct order within 30 seconds of request to go (not before). criteria: 1/2
	3.84 E	Names objects that perform described actions say: 1) tell me something that flies 2) tell me something that sleeps 3) tell me something that opens 4) tell me something that moves 5) tell me something that sings	The child will name at least one appropriate answer for each question within 10 seconds of each request. criteria: 4/5
	3.85 R	Points to same and different material: 4 sets of 2 pictures that are the same do: place 4 pictures on the table, 2 of which are the same and 2 which are from 2 different sets say: (randomly) point to	The child will correctly point to the 2 pictures that are the same or different within 10 seconds of each request. criteria: 3/4

E - Expressive
R - Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	3.85 (Continued)	the pictures that are the same/different Repeat 4 times with 4 sets	
	3.86 E&R	Properly sequences a 4 picture story material: 2 sets of 4 pictures that clearly depict a sequence of events familiar to child, plus a mat with 4 frames to place the pictures in do: Place the mat in front of child. Place one set of 4 pictures in random order on the table. Point to the mat. say: Can you put these pictures in order to tell a story? Tell me about the story. Repeat with the other set	The child will place all pictures in proper sequence on the mat, plus say at least two words about each picture. criteria: 1/2
	3.87 E	Gives analogies say: Listen. Please give me the answers to these questions: (1) An apple is red, but a banana is -- what? (2) Ice is cold, but a fire is -- what? (3) An elephant is big, but a mouse is -- what?	The child will name the correct answer as follows: (1) yellow (2)hot (3) small, within 10 seconds of each request criteria: 2/3
	3.88 E	Repeats days of the week in sequence say: Can you name all the days of the week? If necessary, you may prompt by saying 1 day, e.g. Monday...	The child will name all the days of the week (close approximation to the words) in correct sequence within 1 minute of request. criteria: 1/3

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	3.89 R	Names source of environmental sounds material: record or tape of at least 5 sounds, e.g., animals, voices, transportation, household do: play one sound at a time for 5-10 seconds, pause for the child to name its source say: What made that sound?	The child will name the correct animal or thing that made the sound within 10 seconds of hearing it. criteria: 4/5
	3.90 E	Uses 4-8 word sentences in daily conversation (Report) do: if possible, take 2 or 3 15 minute language samples during the day; complete mean sentence length	The child is observed using 4-8 word sentences the majority of the time in daily conversation. OR The results from language samples indicates 50% use of sentence 4 or more words in length.
	3.91 E	Repeats a sequence of 4-6 objects material: an assortment of 6 objects known to the child (e.g., pencil, car book, ball, block, ring, crayon, doll) and 1 large towel do: Place 4 items on table in a row. Have child name each item once. Cover all objects with a towel, ask child to name everything hidden. Repeat once if failed with new items. Repeat with 5 then 6 items if child passes.	The child will correctly name all items hidden under the cloth within 30 seconds of request. criteria: 1/2 (record highest level attained)

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 yrs.	3.92 E	Names the substance things are made out of material: leather shoe, metal spoon, wood table do: point to each object as it is named say: What is this shoe made out of? What is this table made out of? What is this spoon made out of?	The child will correctly name the substance each object is made out of within 10 seconds of request as follows: 1) leather, 2) wood, 3) metal criteria: 2/3
	3.93 R	Can order 3 objects by size material: two sets of 3 identical objects, each a different size; e.g., cups, blocks, papers do: place one set of objects in random order in front of the child say: Can you put these in order from biggest to smallest? Adjustment: Say while you point, "Put the biggest one here, the medium one here, the smallest one here". Repeat with other set.	The child will place all 3 objects in correct order from biggest to smallest within 30 seconds of request. criteria: 3/3
	3.94 E	Identifies coins material: penny, nickel, dime, quarter do: place all four coins in front of child; point to one at a time in random order say: What is this? Repeat 2 times Adjustment: have the child point to the coins when named	The child will correctly name each coin within 10 seconds of being asked. criteria: 2/3 per coin for 3/4 coin

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	3.95 E	Recites numbers to 30 say: Please count as high as you can, out loud. (you may prompt or correct on the first trial only)	Within 3 trials the child will count out loud from 1 to 30 in correct sequence. criteria: 1/3
	3.96 R	Shifts in classification - sorts first by shape then by color material: set of at least 10 circles, squares & triangles that are randomly 3 different colors plus 3 cups or cans to put them in do: place the containers and objects in front of child, point to containers as you say directions say: 1) Put the circles here, the squares here and the triangles here. 2) Now put the red ones here, the green ones here, and the blue ones here. May repeat each set of directions once	The child will sort 10 objects correctly by 3 shapes after being given directions no more than twice. Then the child will sort 10 objects correctly by 3 colors after no more than 2 directions.
	3.97 R	Uses numbers to 10 material: 12 blocks do: place all blocks in front of child say: give me 3 blocks give me 9 blocks give me 5 blocks give me 10 blocks	The child will give the correct number of blocks to you within 30 seconds of each request. criteria: 3/4

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	3.98 E	Repeats 4 digits do: present the following sequences of 4 digits, pausing between each for response say: 1) say 3,7,4,1 2) say 1,6,4,1 3) say 2,4,8,6	The child will repeat the sequence in order within 10 seconds of each request. criteria: 2/3
	3.99 E	Names 6 basic colors material: six 2" square colors of paper; red, yellow, blue, green, orange, purple do: present each color square 1 at a time, repeat in random order say: What color is this? Pause 30 seconds for response after each color Adjustment: Show me (red).	Child will clearly say the name of each color within 10 seconds of each request. criteria: 2/2 per color
	3.100 E	Identifies right and left hands do: touch the child's right hand say: Which hand is this? Pause 10 seconds for answer do: touch the child's left hand say: Which hand is this? Note: repeat one more time, reversing order Adjustment: Show me your right/left hand.	Child will say "right" within 10 seconds of first request, and "left" within 10 seconds of second request. criteria: 3/4
	3.101 E	Knows how many fingers are on one and on both hands say: 1) Show me one hand. Tell me how many fingers are on your hand. 2) Show me both of your hands. Tell me how many fingers are on both of your	The child will answer 1) five and 2) ten, within 10 seconds of request; and before he has counted the fingers. criteria: 1/2 per question

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 yrs.	3.101 E (continued)	hands. Repeat once	
	3.102 E	Names opposites say: What's the opposite of hot/thin/young/tall/big/high/day/in, etc.	The child will correctly name each opposite within 10 seconds of each request. criteria: 6/8
	3.103 E	Identifies preceding and following numbers say: 1) What comes after 1? 2) What comes before 3? 3) What comes after 9? 4) What comes before 6? 5) What comes before 8? 6) What comes after 5?	The child will correctly identify the number requested within 10 seconds. criteria: 4/6
	3.104 R	Matches numerals to corresponding picture sets material: 10 cards with the numerals 1-10 printed on them, 10 cards with 1-10 objects pictured on them do: place the cards in 2 piles in front of child say: Show me how you can match the numbers to the pictures (You may demonstrate one if necessary)	With no more than one demonstration, the child will match all the numeral cards to the correct picture cards in 5 minutes. criteria: 1/2
	3.105 E	Identifies own body parts say: Name all the parts of your body that you can think of, while you point to them.	The child will point to and correctly name at least 9 body parts within 1 minute of request.

E = Expressive
R = Receptive

AREA: 3.0 Language

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	3.106 E	Knows 4 seasons and can describe signs of each say: Can you name the seasons of the year for me, and tell me a little about each? (You may prompt by naming but not discussing one of them)	The child will answer a rough approximation to the following within 5 minutes: 1) winter - cold and rainy or snowy 2) spring - warm outside flowers bloom, more sunny 3) summer - hot outside, very sunny, go swimming 4) fall - cool outside, leaves fall, windy criteria: name all 4 seasons and say at least 1 thing about each

Section 4.0

SOCIAL EMOTIONAL SKILLS

4.1 to 4.70

**Report items: 4.2, 4.4, 4.8, 4.9, 4.15, 4.34, 4.40, 4.43,
4.46, 4.51, 4.58, 4.59, 5.60, 5.61**

Materials for Section 4.0

Social Emotional

Years	
0-1	toy that can be easily grasped mirror, 6" diameter at least toy two identical manipulative toys
1-2	two cookies or other desired edibles wet sponge desirable drink
2-3	children's toys two items belonging to child (i.e., coat, lunch)
3-4	recent photograph of child recent photograph in a group of 3 or more people pictures of family members 7-8 objects (coats, etc.) 2 of child's
4-5	two play telephones
5-6	none

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 months	4.1	Regards face of others do: look at child from a distance of approximately two feet for 15-30 seconds.	The child will turn his face toward you, eyes open, and look at you for a minimum of 5 seconds. criteria: 1/2
	4.2	Quieted when picked up do: when child is crying, parent will pick him up and hold in arms for a few minutes. (report)	The child is reported to stop crying within two minutes of being picked up on greater than 75% of all occurrences.
	4.3	Smiles responsively do: Stand or sit within 3' of child and attempt to make him smile by smiling, talking, or waving to the child. Do not touch the child. Try several times for up to 1 minute.	The child will smile by showing a slight opening of the lips, a turning up of the mouth, and an increase in the protrusion of skin over the cheek bones; within 1 minute of the instructor's actions. criteria: 1/2
	4.4	Smiles spontaneously (report)	The child is observed to smile spontaneously (see above definition of smile) several times every day.
	4.5	Resists toy pull material: toy that can be easily grasped do: Give child the toy, allow to play with it at least 30 seconds. While child has it in 1 or both hands, try to pull it gently away.	The child will grasp the toy in hands, and hold onto it at least 5 seconds while it is being pulled. criteria: 2/3

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-6 months	4.6	Works for toy out of reach material: toy do: give child a toy, allow to play with it at least 30 seconds, then take it and place it approximately 2' out of arm's reach, but within child's visual field	The child will extend one or both arms in the direction of the toy, he may stand up or do whatever is necessary to try to get it. Not necessary to actually attain toy to pass criteria. criteria: 2/3
	4.7	Smiles at mirror image material: mirror at least 6" in diameter do: place child so he faces mirror, observe his reaction	The child will exhibit "smiling" behavior (see definition #3) within 2 minutes of first being presented with the mirror. criteria: 1/1
6-12 months	4.8	Responds to "No" (report)	The child is reported to immediately cease the undesirable behavior after "no" is said to him, and not return to the behavior for at least 30 seconds, 75% or more of the time.
	4.9	Plays unattended (report)	The child is observed to play by handling toys, babbling to self, touching, mouthing, or looking at self or environment for at least 2 15 minute sessions during a usual day without an adult nearby.

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
6-12 months	4.10	Imitates play activity material: 2 identical manipulative toys do: Sit in front of child. Give child one of the toys while you play with the other. Manipulate the toy several ways for up to 2 minutes. say: Do this.	The child will imitate your play by responding with his toy in a similar manner to your manipulations within 5 seconds of seeing you do it. criteria: 2 imitations in 2 minutes
	4.11	Discriminates strangers do: a parent and a stranger should each stimulate the child for 2 minutes in an attempt to make the child laugh	The child will smile (see definition in #3) responsively for a greater percentage of a 2 minute interval for the parent than for the stranger.
	4.12	Carries out simple commands do: From three feet, face child. When child is attending, ask in a loud clear voice for him to perform a simple task. say: (for example) Give me that toy please.	The child will carry out the simple request within 30 seconds of hearing it. criteria: 2/3
1-2 years	4.13	Plays hand games do: while facing child, model a hand game (peek-a-boo or pat-a-cake) say: Now you do it. Examples: Pat-a-cake; model by clapping hands seven times while saying "Pat-a-cake, pat-a-cake baker's man, roll them and bake them as fast as you can." Peek-a-boo; simultaneously place one hand in front of each eye, leaving them there	The child will imitate pat-a-cake or peek-a-boo within 30 seconds of the verbal request as follows: Peek-a-boo: child will place one hand in front of each eye and leave them there for 2 seconds. Pat-a-cake: child will clap hands at least 2 times. criteria: 1/1 or 2/3

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-2 years	4.13 (continued)	for at least 2 seconds, then withdrawing both hands while saying "Peek-a-boo".	
	4.14	Reaches for familiar person do: mother or familiar person should extend arms toward the child say: Hi, (name)	The child will reach out one or both arms in the direction of the familiar person within 10 seconds of being greeted. criteria: 1/1 or 2/3
	4.15	Repeats performances which have been socially praised by an adult. (report)	The child is observed to have repeated behaviors which he performed at an earlier time and for which he was immediately praised by an adult, on numerous occasions.
	4.16	Indicates wants without crying material: 2 cookies, or other desired edible do: place one cookie on the table in front of you, but in view of the child, and eat the other cookie	Within 2 minutes of seeing the cookie, the child will make vocal (except crying) or motor gestures to indicate desire for the cookie, while simultaneously looking at the cookie. criteria: 1/1 or 2/3
	4.17	Imitates adult's housecleaning actions material: wet sponge do: Model cleaning behavior by picking up sponge with one hand and wiping the table in a back and forth motion 5 times in front of child. Then place the sponge on the table in front of the child.	The child will pick up the sponge with one or both hands, then wipe the table at least 2 times in a similar manner to the model, within 1 minute of the request. criteria: 1/1 or 2/3 housecleaning actions

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-2 years	4.17 (continued)	say: Now you do it. Note: Other housecleaning actions may be presented.	
	4.18	Engages predominantly in solitary play material: free play area with numerous play materials do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: see free play observation system	The child is observed to play alone with a toy different than those of children playing nearby, and not to interact with the other children in any way. criteria: 50% or more of the time (observed intervals)
	4.19	Responds to name do: Stand to side of or behind the child and say the child's name one time. The child should be engaged in an activity and should not be looking at you at the time you call name.	The child will look at you or verbally respond by saying "what" or "yes" within 5 seconds of having his name called. criteria: 1/1 or 2/3
	4.20	Says please and thank you material: cookie or other desired edible do: Hold a cookie in front of child. When he reaches for the cookie say "Say please". After the child takes the cookie, say "Say thank you". Then hold out a second cookie. You may prompt the child to say please and thank you by himself by saying "What do you say?	The child will say "please" before taking the cookie and "thank you" after receiving it with no more than one verbal prompt. criteria: 2/3

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-2 years	4.21	Waits for requested drink or edible material: desired drink or edible do: Place the drink on the table in view but out of reach of child while testing. When child requests drink, say, "OK, but you have to wait a few minutes." do: Do not give the drink to the child for 3 minutes.	The child will wait for the drink quietly without whining, crying, reaching for it, or asking more than one more time for it, for 3 minutes. criteria: 1/1 or 2/3
2-3 years	4.22	Responds to and makes verbal greetings do: Look at child's face say: Hi, how are you? do: repeat 2 or more times during the day	The child will look at you within 10 seconds of the greeting and say "hi" or "hello" in return. criteria: 2/3
	4.23	Engages predominantly in parallel play material: free play area with numerous play materials do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: see free play observation system	The child is observed to engage in parallel play by playing with the same toy (i.e., tinker toys) as another child who is within 3 feet of him. Verbal and physical interation is not necessary. criteria: 50% or more of the time (observed intervals)
	4.24	Shares toy with peer on suggestion from adult material: children's toys do: while child is in free play with other children, ask him to give the toy (or a piece of the toy) he is playing	The child will give his toy or a piece of it to the specified peer within 1 minute of request. criteria: 1/1 or 2/3

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	4.24 (continued)	with to another specified child. Repeat if necessary say: Give your toy to (name) please.	
	4.25	Leaves parent without fuss do: observe the child for two days as he is dropped off at school by parent (or at baby-sitter,etc.) after a one week adjustment period (or report)	The child is observed to separate from parent without crying, whining, clinging, screaming or other indications of being upset, and enters an appropriate activity within 2 minutes of parent leaving. criteria: 2/2 observations
	4.26	Labels items "mine" material: 2 items belonging to child (i.e., coat, lunch) do: Show the child each of the two items and ask him who it belongs to. say: Whose (object) is this?	The child will say "mine" within 10 seconds of the question. criteria: 2/2
	4.27	Works individually with an adult for 5 minutes do: observe the child while you teach him or while another teacher works with him for a 5 minute period	The child will remain seated, look at speaker when appropriate, attend to the task, and not engage in any disruptive behaviors which require teacher attention for 5 minutes. criteria: 1/1 or 2/3

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	4.28	Works in a small group for 5 minutes do: observe the child while you or someone else teaches him in a small group of 3-5 children for a 5 minute period	The child will remain seated, look at speaker when appropriate, attend to the task, and not engage in any disruptive behaviors which require teacher attention for 5 minutes. criteria: 1/1 or 2/3
	4.29	Waits turn do: observe the child during group situations when taking turns is likely	The child is observed to wait his turn among 2-3 children for use of material, adult attention, or use of a physical space (i.e. the bathroom). criteria: 3/4 possible occurrences or 75% of the time
	4.30	Initiates peer contact do: observe the child for 10 minutes (of 10 second intervals during a free play situation with 4 or more children) Note: see free play observation system	The child is observed to initiate peer contact by touching another child in a positive manner (e.g., hug, kiss, pat) or giving a material to another child. criteria: at least twice during a 10 minute observation period
	4.31	Names a friend do: ask the child to name a friend say: Who is your (best) friend?	The child will name at least one non-family peer by first name, or will point to a specific peer, within 1 minute of request. criteria: 1/1

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	4.32	Plays different games by self do: observe the child during two 10 minute play periods	The child is observed to play with 3 or more different materials within the two 10 minute observation periods. (He does not play with the same toy repetitively to the exclusion of other toys.)
3-4 years	4.33	Puts things away on request do: place several items on floor or table, ask child to help put items away on the shelf say: Please help me put these toys away.	The child will put at least two items on shelf, each within 1 minute of request. criteria: 2/2
	4.34	Works for deferred rewards (report)	The child is observed to have done a task on request in order to receive a specified reward at a later time, on numerous past occasions, (for example: eat an undesirable food in order to receive desert).
	4.35	Works individually with an adult for 10 minutes do: observe the child while you or another person teaches him for a 10 minute period	The child will remain seated, look at speaker when appropriate, attend to the task, and not engage in any disruptive behaviors which require teacher attention for 10 minutes. criteria: 1/1 or 2/3
	4.36	Works in a small group for 10 minutes do: Observe the child while you or someone else teaches him in a small group of 3-5 children for a 10 minute period.	same criteria as above (4.35)

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	4.37	Identifies self in photo material: recent photo of child do: show the picture to child say: Who is in the picture?	The child will respond by saying "me (his name)" or by pointing to self, within 10 seconds of request. criteria: 1/1
	4.38	Identifies self in group photo material: recent photo of child in a group of 3 or more persons do: show the child the photo say: Can you find your picture? Point to yourself.	The child will respond by pointing to his image in the picture within 10 seconds of request. criteria: 1/1
	4.39	Categorizes family members in correct sex groups material: pictures of family members, or family present do: with pictures or examples of family members present, ask the child say: Who is a girl? Who is a boy?	The child will point to or say the name of a female family member when asked, "Who is a girl?", and will point to or say the name of a male family member when asked, "Who is a boy?", within 10 seconds of each request. criteria: 2/2 times for each sex
	4.40	Remains at table throughout meal (report)	The child is observed during family meal times to remain at the table until given permission to leave (at least 15 minutes) the majority of the time.

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	4.41	Obeys parent requests (report)	When requested by parent to perform a simple task (or to demonstrate a particular behavior) the child is observed to comply with the request within 1 - 2 minutes the majority of the time.
	4.42	Identifies ownership material: 7-8 objects (coats etc), two of which belong to the child do: Place about 7-8 items on the floor or table in front of child. Include 2 items that belong to child. Ask which items are his. say: Point to the ones that are yours.	The child will pick up, point to, or verbally indicate the two items which are his within 1 minute of request. criteria: 2/2 items
	4.43	Uses please and thank you appropriately (report)	The child is observed either at home or at school to use the word "please" when he wants something, and "thank you" after receiving something on more than 50% of possible occasions.
	4.44	Comes to activity when called once do: Seat child away from an activity. Call the child's name and tell him to come join the activity. say: It's time to come to our group.	When called to join the activity, the child will come to the correct area within 30 seconds of request. criteria: 2/2

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	4.45	Answers telephone appropriately material: 2 play telephones do: pretend to call the child on the phone say: Answer the phone. Hello, who is this? I would like to speak to (name).	The child will pick up the receiver on cue, and do two of the following three things: a. say hello b. answer his name when asked who is speaking c. call the correct person to the phone criteria: 2/3 items on 1/2 trials
	4.46	Says "excuse me" appropriately (report)	The child is observed in the classroom or at home to say the words "excuse me" when it is appropriate (such as when they want to get by someone or have made a loud noise) on more than 50% of the possible occasions.
	4.47	Plays with children of other social and ethnic backgrounds do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: see free play observation system	The child is observed to play with children who have different social and ethnic backgrounds (including developmental delay) without observable resistance to the situation, when there is an opportunity. criteria: 50% or more of the observed time (intervals)
	4.48	Plays with children of other physical and racial characteristics do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several	The child is observed to play with children who have different physical characteristics (including handicaps) or racial characteristics without observable resistance to the situation and without placing over-emphasis on the differences, when

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	4.48 (continued)	occasions if possible). Note: see free play observation system	there is an opportunity. criteria: more than 50% of observed time (intervals)
	4.49	Asks for toy rather than taking it do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: see free play observation system	The child is observed to ask for toys from the other children rather than taking them or crying to get them. criteria: more than 75% of the possible occasions observed
	4.50	Participates in group singing-type activity do: observe child during several 15 minute periods when in a group doing singing-type activities (e.g., songs, playing instruments, simple dances, finger plays)	The child is observed participating in the group activities in one or more of the following ways: a. singing b. moving or gesturing appropriately c. manipulating instruments or material appropriately d. looking at leader of group for 70% or more of possible occasions
	4.51	Goes about neighborhood unassisted (report)	The child has been allowed to play in his front yard or as far as several hundred yards away (not necessarily across the street) without adult supervision, and the child has returned safely home on numerous occasions.

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	4.52	Engages in cooperative play do: observe the child for approximately 10 minutes (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: see free play observation system	The child is observed to play cooperatively with one or more peers by demonstrating one or more of the following behaviors: a. positive vocalizations directed toward another child b. sharing material with another child by simultaneously touching a toy or components of the same toy while within 3 feet of each other c. offering, receiving or exchanging a material with another child criteria: 50% or more of observed time (intervals)
	4.53	Looks at person speaking during group situation do: observe the child during several 15 minute group activities in which a person is talking or singing and leading the group	The child is observed to "look" at the person (head and eyes turned in the direction of the speaker's face) who is leading the group by talking or singing for 70% or more of the time during several 15 minute group activities.
	4.54	Looks at person speaking during one-to-one situation do: observe the child when he is being spoken to by one other person on three separate occasions for at least 1 minute each (or observe child while you talk to him)	The child is observed to "look" at the person speaking (head and eyes turned in the direction of speaker's face) for 70% or more of the time during three one minute observations.

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	4.55	Conforms to game rules do: observe the child for two 10 minute periods while he plays a simple game involving rules with one or more other children (the child must be previously familiar with the rules)	The child will play the game according to the rules with other children during the observation period, in a game that the child was previously familiar with. criteria: 75% or more of two 10 minute observation periods
	4.56	Expresses anger verbally rather than physically (report)	The child is observed to express his anger verbally (e.g., "I'm mad") instead of physically (e.g., hitting or kicking another child, damaging materials) on 75% of the possible occasions.
	4.57	Offers assistance to peers do: observe child for 3 hour period while he is around other children	The child is observed offering assistance to a peer (e.g., picking him up, helping with adjusting clothes, helping complete a task) at least once during a 3 hour period while near other children.
	4.58	Picks up toys without instructions (report)	The child is observed to pick up and put away the toys he was playing with without any instructions from an adult more than 50% of the possible times during a one day observation period.

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	4.59	Exchanges money for goods (report)	The child has purchased small items in a store (without an adult being nearby) by bringing the item to the check-out stand and giving money to a clerk (does not need to be able to count change) then giving change back to parent later, on numerous occasions.
	4.60	Apologizes when appropriate (report)	The child is observed to apologize by saying "I'm sorry" 75% or more of the time when it is appropriate (such as when he bumps into someone, accidentally hurts or disturbs someone, or causes an accident) during a one day observation period.
	4.61	Demonstrates respect for property (report)	The child demonstrates that he respects property by the fact that he shows care for his own and other's possessions, and does not break or damage any objects except in rare accidents (less than once a week). For example: child does not write where inappropriate, tear, break or get things dirty inappropriately.
5-6 years	4.62	Works individually with an adult for 20 minutes do: observe child while you or someone else teaches him for a 20 minute period	The child will remain seated, look at the speaker when appropriate, attend to the task, and not engage in any disruptive behaviors

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	4.62 (continued)		which require teacher attention for 20 minutes. criteria: 1/1 or 2/3
	4.63	Works in a small group for 20 minutes do: observe the child while you or someone else teaches him in a small group of 3-5 children for a 20 minute period	The child will remain seated, look at speaker when appropriate, attend to the task, and not engage in any disruptive behaviors which require teacher attention for 20 minutes. criteria: 1/1 or 2/3
	4.64	Waits turn for help do: Observe child during a 30 minute period when he is with other children and may need assistance from an adult (i.e., mealtime, during academic work). When the child asks for help, acknowledge his request, but ask him to wait. say: Please wait a few minutes.	The child will ask an adult for assistance only once or twice, and then, once acknowledged, will wait quietly without asking again for 2-3 minutes. criteria: 90% of the possible occasions during 30 minute period
	4.65	Waits turn to speak do: observe child during a group sharing activity in which children are expected to raise their hand for a turn to speak	The child will raise his hand to speak and then wait quietly until called on by the teacher. criteria: 2/2 observed occasions

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	4.66	Waits turn in a game do: Observe the child while he is playing one game with one or more other children which entails taking turns.	The child is observed to wait for his appropriate turn and does not need to be told to wait. criteria: 90% of possible times to wait, during 1 game
	4.67	Verbally recalls 2 group rules do: either at home or school (where rules have been established) ask the child what are rules he is supposed to obey say: Tell me the rules you are supposed to follow here.	The child will state two rules that are reasonably close to correct for the given situation within 3 minutes of request.
	4.68	Verbalizes consequences if rules are broken do: Either at home or school ask child what will happen if a certain rule is broken. say: What will happen if you (e.g., run in the room)?	The child will state a consequence that is reasonably close to correct for the stated rule, within 2 minutes of request. criteria: 1/2
	4.69	Listens to story 15 minutes while in group do: Read a story to a group of 2 or more children for at least 15 minutes. Observe child's behavior.	The child will quietly remain seated and look at the book or person reading, except to answer questions or make a few comments pertinent to the story, for at least 15 minutes. criteria: 1/1

AREA: 4.0 Social Emotional

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	4.70	Shares ideas in group setting do: Observe the child in a familiar group (one he's been in at least 2 weeks), in which shared ideas are encouraged, on up to 3 different occasions for 10 minutes each.	The child is observed to express his thoughts verbally to the group at least once during three 10 minute group situations.
		-or- do: Ask the child several times in a group situation if he has anything to share or add to the topic. say: Do you have anything to share with us?	-or- The child will express his thoughts verbally to the group at least once after being asked by the teacher. criteria: 1 answer/ in 2 requests

Directions for Use of

Free Play Observation System

1. Make a tape recording of at least fifteen minutes worth of 10-5-10 second intervals. The tape should say "Ready, go, 1 (2, 3, 4, 5, or 6)," at the beginning of each 10 second interval, and "Stop" at the end of each interval. It should number the intervals 1 to 6 for each minute.
2. Place at least four children, including the target child, in a contained free play area with a sufficient number of toys to entertain them for 15 minutes.
3. Read one set of definitions and look at the data sheet until you are quite familiar with them.
4. Observe the target child from a good view point, with the tape running and data sheets and definitions in front of you. When the tape says "Go", look at the child for 10 seconds. When it says "Stop", look down at the data sheet and record the child's responses in the correct column.
5. Compute the child's percent of responses in each column, and record the results in appropriate places in the assessment.

FREE PLAY OBSERVATION SYSTEM

Definition of Terms

4.18 Solitary Play: The child is observed to play alone with a toy different than those of children playing nearby, and not to interact with the other children in any way.
Criteria: 50% or more of observed intervals

4.23 Parallel Play: The child is observed to play with the same toy (i.e., tinker toys) as another child who is within 3 feet of him. Verbal and physical interaction is not necessary.
Criteria: 50% or more of the observed intervals

4.52 Cooperative Play: The child is observed to play cooperatively with one or more peers by demonstrating one or more of the following behaviors:

a) positive vocalizations directed toward another child
b) sharing material with another child by simultaneously touching a toy or components of the same toy while within 3 feet of each other
c) offering, receiving or exchanging a material with another child

Criteria: 50% or more of observed intervals

FREE PLAY OBSERVATION SYSTEM

Definition of Terms

4.30 Initiates Peer Contact: The child is observed to initiate peer contact by touching another child in a positive manner (e.g., hug, kiss, pat) or giving a material to another child.
Criteria: at least twice during a 10 minute period

4.47 Plays with Children of Other Social and Ethnic Backgrounds: The child is observed to *play with children who have different social and ethnic backgrounds (including developmental delays) without observable resistance to the situation and without placing over-emphasis on the differences, when there is an opportunity.
Criteria: 50% or more of observed intervals

4.49 Asks for Toy Rather Than Taking It: The child is observed to ask for toys from other children rather than taking them, or crying to get them.
Criteria: 75% of possible occasions observed

*Play: a child is within 5 feet of another child and inter-action with the other child is in one of the following ways:
1) playing with same material
2) touching, giving or receiving a common material
3) directing vocalizations toward other child
4) looking directly at other child while he is speaking

DATA SHEET # 1 - Free Play Observation System

Directions/Code: place a check (✓) in the column that meets definition of child's activity - if child was engaged in the activity for 3 or more seconds of the interval. Leave intervals blank if child's activity does not meet any definition.

child's name

observer

comments

date & time	10 sec. intervals	solitary play	parallel play	cooperative play	comments	date & time	10 sec. intervals	solitary play	parallel play	cooperative play	comments
	1) 1						6) 1				
	2						2				
	3						3				
	4						4				
	5						5				
	6						6				
	2) 1						7) 1				
	2						2				
	3						3				
	4						4				
	5						5				
	6						6				
	3) 1						8) 1				
	2						2				
	3						3				
	4						4				
	5						5				
	6						6				
	4) 1						9) 1				
	2						2				
	3						3				
	4						4				
	5						5				
	6						6				
	5) 1						10) 1				
	2						2				
	3						3				
	4						4				
	5						5				
	6						6				

DATA SHEET # 2 - Free Play Observation System

Directions/Code: place a check ( ) in the column that meets definition of child's activity during interval observed. Place a check-minus ( ) in 'asks for toys' column if child takes a toy without asking. Leave intervals blank if definitions are not met.

child's name ______________________

observer ______________________

comments ______________________

date & time	10 sec. inter-vals	initiates peer contact	asks for toys	plays other soc.&ethnic	plays other racial & physical	com-ments	date & time	10 sec. inter-vals	initiates peer contact	asks for toys	plays other soc.&ethnic	plays other racial & physical	com-ments
	1) 1							6) 1					
	2							2					
	3							3					
	4							4					
	5							5					
	6							6					
	2) 1							7) 1					
	2							2					
	3							3					
	4							4					
	5							5					
	6							6					
	3) 1							8) 1					
	2							2					
	3							3					
	4							4					
	5							5					
	6							6					
	4) 1							9) 1					
	2							2					
	3							3					
	4							4					
	5							5					
	6							6					
	5) 1							10) 1					
	2							2					
	3							3					
	4							4					
	5							5					
	6							6					

Section 5.1

SELF-HELP
Eating/Drinking

5.1.1 to 5.1.29

report items: 5.1.5, 5.1.17, 5.1.24, 5.1.28

Materials for Section 5.1

Eating/Drinking

finger food
baby bottle
4-8 oz. cup, 3/4 full
teaspoon
soft food
food that requires chewing
straw
wrapped candy or crackers
napkin
crisp food
sucker
pitcher with handle & spout, 1/2 full
butter knife
soft butter or peanut butter
paper or cloth towel
water
fork
knife, sharp
food which requires cutting
2 forks, spoons
napkins, plates & cups

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-1 years	5.1.1	Feeds self finger foods material: finger food	Child is observed picking up, bringing to mouth and eating finger food. criteria: 1/2
	5.1.2	Holds bottle without help material: baby bottle	Child is observed holding and drinking from bottle unassisted. criteria: 1/2
1-2 years	5.1.3	Holds cup with two hands material: 4 to 8 oz. cup, 3/4 full of liquid	Child picks up and holds cup with two hands, attempting to drink from it. criteria: 2/2
	5.1.4	Uses spoon material: teaspoon, soft food	Child grasps spoon and inserts into dish, poorly fills it, may spill on way to mouth. criteria: 2/2
	5.1.5	Discriminates edible substances (report)	Child discriminates between edible and nonedible most of the time and does not try to eat the nonedible things. Child may put hard objects in mouth but will not persist in eating them.
	5.1.6	Masticates food material: food which requires chewing	Child at least partially chews mouthful of food before swallowing. criteria: 2/2

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1-2 years	5.1.7	Drinks from cup with two hands material: 4 to 8 oz. cup, 3/4 full of liquid	Child lifts cup using both hands, brings it to mouth and drinks (may spill). criteria: 2/2
	5.1.8	Eats, filling spoon adequately material: teaspoon, soft food	Child grasps spoon, inserts it in dish and fills it adequately. May spill and have difficulty inserting it in mouth. criteria: 2/2
	5.1.9	Sucks through straw material: straw, cup of liquid do: place straw in cup say: drink with the straw	Child holds straw steady between lips, sucks and swallows some liquid. criteria: 2/2
	5.1.10	Drinks from cup well using both hands material: 4 to 8 oz. cup, 3/4 full of liquid	Child holds cup with both hands, lifts it to mouth, drinks without spilling and replaces cup on table. criteria: 2/2
	5.1.11	Eats using spoon well material: teaspoon, soft food	Child grasps spoon, fills it, brings to mouth and inserts it well, some spilling. criteria: 2/2
	5.1.12	Unwraps coverings material: wrapped candy or crackers say: open the candy/crackers	The child unwraps the item using fingers or teeth without seriously damaging it within 1 minute of request. criteria: 1/1

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	5.1.13	Holds cup with one hand material: 4 to 8 oz. cup 3/4 full of liquid	Child grasps cup with one hand, drinks without spilling and returns cup to table. criteria: 2/2
	5.1.14	Keeps lips closed while chewing do: model keeping lips closed say: close your lips	Child is observed keeping his lips closed on request while eating one bite. criteria: 2/2
	5.1.15	Uses napkin material: napkin say: use your napkin	Child is observed using napkin to wipe most of food off both hands and face on request. criteria: 2/2
	5.1.16	Uses spoon with little spilling, beginning of supinate grip material: teaspoon	Child uses spoon well with little spilling. May begin use of supinate grip rather than palmar. criteria: 2/2
	5.1.17	Gets drink unassisted (report)	Child is observed obtaining a cup, getting some liquid in it, and drinking it without help on numerous occasions.
	5.1.18	Can bite well material: any food that is crisp	Child bites a portion with sufficient strength, using front teeth. criteria: 2/2

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.1.19	Can move tongue in many directions material: sucker do: model each action say: do this a. stick tongue straight out as far as possible b. stick tongue out and up c. stick tongue out and to both corners of mouth d. stick tongue out, move it up and down rapidly e. stick tongue out, move it back and forth rapidly f. place tongue up behind upper teeth g. push cheek out with tongue from inside, on both sides	Child closely imitates each tongue action. criteria: 1/1
	5.1.20	Pours well from a pitcher material: pitcher with handle and spout, 1/2 full; 4 to 8 oz. cup say: show me how you pour	Child grasps pitcher with one or both hands, and pours cup 1/2 to completely full without spilling. criteria: 2/2
	5.1.21	Spreads with butter knife materials: butter knife, semi-soft butter or peanut butter, slice of bread say: show me how you put the butter on	Child will use knife t transfer butter to bread and spread it over at least half of the bread's surface without making a large tear in the bread. criteria: 1/1
	5.1.22	Cleans up spills materials: paper towel or towel, 1/2 cup spilled water do: spill water on a table, give child the towel say: Will you wipe it up please?	Child uses towel to wipe up 90% of the water on first request. criteria: 1/1

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.1.23	Uses fork material: one child-size fork	Child uses fork with any grasp to both spear and scoop food, and brings to mouth without spilling. criteria: 3/3
	5.1.24	Controls drooling	The child has sufficient lip closure, sucking, and swallowing ability so that drooling is controlled most of the time, including meals.
	5.1.25	Swallows before taking another bite	Child swallows each bite before putting another bite of food in mouth. criteria: 3/3
	5.1.26	Uses knife to cut material: knife, fork, food which requires cutting	Child holds knife in predominant hand with index finger pointing down blade. Child holds fork in other hand in similar manner to steady food. Child cuts by applying pressure while sawing back and forth. criteria: 2/3
	5.1.27	Sets table material: two each of forks, spoons, napkins, plates, and cups do: show child where to set each place say: Please set the table here and here.	Child sets both places on table. Cup may be anywhere above plate, and fork may be on or off napkin. criteria: 1/2

AREA: 5.1 Self Help - Eating/Drinking

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.1.28	Serves self (report)	Child is observed serving self a reasonable sized helping of some food from a serving platter or bowl to his own plate without spilling.
	5.1.29	Helps clear table materials: two place settings do: you may tell child where things go say: Please clear the table.	Child clears all items from table to the place where he is told to put them, without spilling anything on the floor. criteria: 1/2

Section 5.2

Self-Help - Toileting

5.2.1 to 5.2.18

report items: 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.2.9, 5.2.10, 5.2.11, 5.2.12, 5.2.13, 5.2.14, 5.2.15, 5.2.18

Materials for Section 5.2

Toileting

Note: Access to a toilet and toilet paper are all the materials needed.

AREA: 5.2 Self Help - Toileting

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1 year	5.2.1	Maintains dry diapers 2 hours (report)	The child is observed to have dry diapers most of the time for 2 hour periods (or more) during the day.
1-1½ years	5.2.2	Moves bowels same general time each day (report)	The child is observed or charted to have one or two bowel movements, usually at the same general time each day.
	5.2.3	Stays seated up to 5 minutes on toilet with supervision (report)	When the child is placed on the toilet and supervised by an adult, he will stay there from 3-5 minutes without fussing, 90% of the time.
	5.2.4	Indicates by gesture when wet (report)	The child indicates by gesture or verbalization that his diaper is wet, shortly after wetting it, 90% of the time.
	5.2.5	Will have bowel movement on toilet if placed at appropriate time (report)	The child has been observed having a bowel movement on the toilet when he was placed at the appropriate time. (Does not indicate regular occurrence.)
1½-2 years	5.2.6	Awakens and cries at night to be changed (report)	The child often awakens in the middle of the night and cries when he is wet. Other possibilities for the cause of crying are generally ruled out. It appears that the wetness caused the child to wake up.

AREA: 5.2 Self Help - Toileting

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 years	5.2.7	Sits on toilet up to 5 minutes unsupervised. do: Place the child on the toilet and ask him to stay there until you come back. Go away for 3-5 minutes (or report).	The child will remain seated on the toilet without supervision for 3-5 minutes, or until he goes to the bathroom. criteria: 2/3
	5.2.8	Tells toilet need, using one word for both functions (report)	The child will consistently use one word to tell an adult that he either needs to be changed or needs to go to the bathroom. He does not need verbal questioning from an adult to tell need. (May not always tell of need.)
	5.2.9	Uses toilet immediately after being placed (report)	The child will consistently complete toilet needs within 2-3 minutes of being placed on the potty, if child needs to go.
2-3 years	5.2.10	Indicates needs with 2 different words, usually in sufficient time (report)	The child consistently uses 2 words to indicate 2 different toilet needs Usually tells of need to go before has an accident.
	5.2.11	Daytime bladder control, will use toilet with few accidents if taken often at special times (report)	Child responds to a fairly regular schedule (usually every 2 hours) of being taken to the toilet by having at most one accident every 2 days.

AREA: 5.2 Self Help - Toileting

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	5.2.12	Daytime bowel control (report)	The child responds to a regular schedule of being taken to the toilet by usually having bowel movements there; accidents occur less than once every 5 days.
	5.2.13	Flushes toilet when directed do: instruct the child to flush the toilet after use say: Please flush the toilet.	The child will grasp the handle with one or both hands and press it down with sufficient strength to flush the toilet. criteria: 2/3
3-4 years	5.2.14	Usually dry at night (report)	When child is on regular schedule of using toilet right before bed and right after rising, he has a dry bed 6/7 nights per week. The child might get up in the night for toilet needs, or may hold it all night.
	5.2.15	Goes to toilet independently without accident if clothes are simple (report)	The child will get to the toilet and go to the bathroom, removing own clothes if simple, without adult supervision. May still need help using toilet paper, and adjusting some clothes.
	5.2.16	Adjusts clothes after going to toilet do: observe the child after using toilet	The child adjusts his clothing after going to the bathroom (if they are simple) in an acceptable manner. criteria: 2/3

AREA: 5.2 Self Help - Toileting

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.2.17	Uses toilet paper as necessary do: observe child after using toilet to see if they use toilet paper when necessary	The child can rip off an appropriate amount of toilet paper, and adequately wipe self every time it is necessary. criteria: 2/3
4-5 years	5.2.18	Independent use of bathroom, daytime, likes door shut	The child takes complete responsibility for toilet needs during daytime by dressing and undressing self, washing hands, wiping self. (Accidents are extremely rare.)

Section 5.3

Self-Help - Washing and Grooming

5.3.1 to 5.3.18

report items: 5.3.1, 5.3.14, 5.3.17, 5.3.18

Materials for Section 5.3

Self-Help - Washing & Grooming

bathroom, sink & tub

soap

washcloth

towel

tooth brush

tooth paste

tissue (Kleenex, paper towel, or rag)

cup

brush or comb

mirror

AREA: 5.3 Self Help - Washing & Grooming

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-1 years	5.3.1	Does not cry when being washed and bathed (report)	The child has become accustomed to being washed and bathed, and does not cry the majority of the time.
2-3 years	5.3.2	Helps wash and dry hands materials: soap, towel do: take child to sink and help wash and dry his hands say: Help me wash your hands.	The child cooperatively places his hands under the running water, and makes attempts at all steps including drying. The child may not apply soap well, rinse it all off, or dry all the water off.
	5.3.3	Goes to sink/bathroom on request say: It's time to wash your hands, go to the sink (potty, bathroom). do: you may repeat request once	After no more than two requests the child goes to the sink from as far as two rooms away. criteria: 1/1
	5.3.4	Turns water off and on do: while at sink, and child is on stool or held so he can reach the faucet, observe if child can turn water both on and off say: Turn the water on/off.	The child turns the water both on, and completely off within a 1 minute period. criteria: 1/1
	5.3.5	Locates and takes own toothbrush (report) or materials: toothbrush, toothpaste, towel do: if possible in classroom, take child to sink to brush teeth say: Get your toothbrush. (May repeat once)	The child will find his own toothbrush out of the others, and will grasp it within 1 minute of no greater than 2 requests. criteria: 1/1

AREA: 5.3 Self Help - Washing & Grooming

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.3.6	Dries own hands material: towel do: help child get a towel after he is finished washing hands say: Show me how well you can dry your hands.	The child will hold the towel with both hands, and rub them in the towel until they are dry on both sides, within 2 minutes with no more than 2 requests. criteria: 1/1
	5.3.7	Washes hands well material: soap, towel do: request child to go to sink and wash hands say: Wash your hands.	The child will: a) push up sleeves (if necessary) b) turn on water c) wet hands d) soap hands e) rub hands, including backs f) rinse hands g) turn off water h) dry hands within 5 minutes of request, to the degree that most observable dirt is removed, and the towel does not get soiled. criteria: 1/1
	5.3.8	Dries face material: towel do: wash the child's face, then hand him a towel say: Show me how well you can dry your face.	The child will use the towel to dry his face until no drops of water can be observed, then hang towel on rack, within 1 minute of request. criteria: 1/1
	5.3.9	Washes face materials: washcloth, soap, towel do: request child to wash face at sink say: Wash your face.	The child will: a) get a wash cloth b) turn on warm water c) wet cloth, wring to damp d) rub soap on cloth e) wash face, cheeks, forehead, nose, etc.

AREA: 5.3 Self Help - Washing & Grooming

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.3.9 (continued)		f) rinse cloth, wring damp g) rinse soap from face with cloth h) rinse cloth, wring dry i) turn water off j) dry face with towel k) hand towel and cloth to dry within 5 minutes of request. criteria: 1/1
	5.3.10	Cleans nose with tissue when reminded material: tissue do: when child's nose is runny, ask him to wipe it say: You need to blow your nose. (may point where tissue is)	The child will obtain a tissue, blow his nose, wipe it clean, then dispose of tissue properly within 1 minute of request. criteria: 1/1
	5.3.11	Cleans up spills material: paper towel or rag, ½ cup spilled water do: spill the water on the floor or table, give child the towel say: Will you wipe it up please?	The child will use the towel to wipe up 90% of the water within 2 minutes of request. criteria: 1/1
4-5 years	5.3.12	Brushes teeth with assistance materials: toothbrush, toothpaste, towel do: take child to sink to brush teeth say: Brush your teeth.	The child will obtain toothbrush and toothpaste, turn on water, and wet brush. He may need help in any of the remaining steps. criteria: 1/1

AREA: 5.3 Self Help - Washing & Grooming

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.3.13	Combs or brushes hair with assistance material: comb or brush do: give the child the comb and direct him to comb hair say: Comb your hair.	The child will grasp the comb or brush in one hand, raise it to his hair, and comb hair in its usual direction. Child may need help to comb all of hair neatly, within 2 minutes of request. criteria: 1/1
	5.3.14	Takes bath and dries self independently (report) (Parent may run the bath water, and provide verbal prompts)	The child has demonstrated correct use of soap and washcloth to bathe self, then dried self sufficiently, 90% of the time.
5-6 years	5.3.15	Brushes or combs hair independently material: comb or brush, mirror do: give the child the comb and mirror, direct to comb hair say: Comb your hair	The child needs no assistance to comb or brush his hair neatly all over within 3 minutes of request. criteria: 1/2
	5.3.16	Brushes teeth independently materials: toothbrush, toothpaste, towel, cup do: bring child to sink and direct to brush teeth say: Brush your teeth.	The child will: a) obtain toothbrush and toothpaste b) grasp brush in hand, turn on water c) dampen brush under tap d) put a small amount of toothpaste on brush e) replace cap on paste f) brush up and down on all teeth, brush biting surfaces of teeth g) expel fluid in sink h) rinse brush, store in holder i) fill cup with water, rinse mouth

AREA: 5.3 Self Help - Washing & Grooming

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	5.3.16 (continued)		j) turn off water k) store cup in holder l) dry face with towel within 5 minutes of request. criteria: 1/1
	5.3.17	Cleans nose with tissue, without direction (report)	The child is observed obtaining his own tissue when needed, wiping and blowing nose until clean, then disposing properly of tissue 90% of the time without prompting.
	5.3.18	Independently washes hands at appropriate time (report)	The child is observed washing and drying his hands well at appropriate times such as before meals and when dirty, 90% of the time without prompting

Section 5.4

Self-Help - Dressing

5.4.1 to 5.4.28

report items: 5.4.1, 5.4.2, 5.4.24

Materials for Section 5.4

Dressing

child's shoes
child's socks
complete outfit of child's clothes
large zipper on board or clothes
hat
child's jacket, etc., with zipper in front
child's coat or sweater, front opening
snaps on board or clothes
shoes with laces
child's panties or shorts with elastic top
child's long pants, elastic waist
child's jacket or coat
hook on wall, child's height
child's clothes with large buttons on front or side
girl's dress
child's t-shirt, sweater, or other pull-over garment
shirt with 3 quarter-size buttons in front

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
0-1 year	5.4.1	Cooperates passively while being dressed (report)	The child has been observed to lie still while being dressed, with limp body. Child does not cry or move quickly away from person dressing him 90% of the time.
	5.4.2	Stays still while being dressed, extends limbs as help (report)	The child is observed to lie or sit still while being dressed. He extends arms and legs at the time garment is being put on them 90% of the time.
1½-2 years	5.4.3	Removes shoes if unfastened material: child's own shoes do: unfasten child's shoes say: Take your shoes off.	The child will: a) loosen shoe b) pull shoe off the heel by grasping with both hands and pulling with leg c) slip shoe off toe both shoes within 3 minutes of request. criteria: 1/1
	5.4.4	Removes socks material: child's own socks do: take child's shoes off, put socks on if necessary say: Take your socks off.	The child will: a) place thumbs inside neck of sock b) push sock down over heel c) either push sock off foot with thumbs, or pull off toe with hand both socks within 4 minutes of request. criteria: 1/1

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
1½-2 years	5.4.5	Unzips large zipper material: child's clothing with large zipper, or zipper board do: place garment or zipper board in front of child, zipped up say: Unzip the zipper	The child will open the zipper all the way by: a) straightening garment b) unlocking zipper slide, grasping it in pincer grip c) pull down the zipper while holding top of material d) disengaging ends of zipper (if possible) within 2 minutes of request. criteria: 1/1
2-3 years	5.4.6	Removes hat material: any hat do: put the hat on the child's head say: Take off the hat.	The child will: a) unfasten strap (if necessary) b) lift the hat off using one or both hands c) place the hat on table within 1 minute of request criteria: 1/1
	5.4.7	Unzips and zips clothing with zipper in front material: child's jacket, etc. with zipper in front do: put the jacket on the child and engage zipper say: Zip it up, then unzip it.	The child will: 1) zip the jacket up by: a. grasping bottom of jacket with one hand, and zipper slide in other b. pulling the zipper all the way up, locking it 2) then the child will unzip the jacket by: a. unlocking the zipper slide, grasping it in a pincer grip b. pulling down the zipper while holding the top of the material c. disengaging the ends of the zipper within 3 minutes of request. criteria: 1/1

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	5.4.8	Removes unfastened jacket material: child's coat, sweater, jacket, etc. (front opening) do: put the garment on child unfastened say: Take off your coat.	The child will: a) lift both hands up to collar area and loosen garment from shoulders b) reach one hand behind back to other hand, and pull sleeve off c) repeat second step with other hand, or pull off other hand in front of body d) slip garment off, hold it in one hand within 2 minutes of request. criteria: 1/2
	5.4.9	Undoes snaps material: clothing or dressing board with snaps do: snap 3 snaps together, give garment to child say: Unsnap these snaps.	The child will grasp both sides of the material near the snap in both hands, and pull the material apart until the snap is open, within 2 minutes of request for all 3 snaps. criteria: 2/3 snaps
	5.4.10	Undoes tied shoelaces material: shoes with laces do: make sure the laces are tied in a single bow; give the shoe to child say: Untie this shoe.	The child will grasp one of the string ends and pull it until the bow is untied. Then he will use his fingers to loosen the knot and pull it out, within 2 minutes of request. criteria: 1/1

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2-3 years	5.4.[illegible]1	Removes underpants material: panties or shorts (elastic top) do: take child's shoes and overpants off if necessary say: Take your underpants off.	The child will: a) slip thumbs under waist band b) push garment down over hips c) sit to pull pants off within 2 minutes of request. criteria: 1/2
	5.4.12	Removes long pants material: long pants with elastic top, or unfastened do: place pants on child and unfasten if not elastic say: Take off your pants.	The child will: a) slip thumbs under the waist band b) push the pants down below the knees c) sit down, then wiggle feet and push with hands until pants come off, one foot at a time within 3 minutes of request. criteria: 1/2
	5.4.13	Puts on jacket or coat material: jacket or coat do: lay the coat in front of the child say: Put on your coat.	The child will put coat on in 1 of 2 ways: 1)a. lay coat on table or floor wrong side up with collar facing child b. place both hands down into arm holes c. flip the jacket up over head and onto back d. adjust arms all the way down into the sleeves and adjust the shoulders 2)a. hold jacket by the collar with one hand, wrong side facing the child b. place other hand down into diagonally opposite sleeve, then pull jacket all the way on arm

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.4.13 (continued)		c. let go of collar, reach around back with free arm to grab coat and pull it across back d. reach back over shoulder and put arm in other sleeve e. adjust shoulders of coat either way within 3 minutes of request. criteria: 1/2
	5.4.14	Hangs coat on hook material: coat, hook on wall at appropriate height do: walk child over to coat hook, give him the coat say: Please show me how you hang your coat up.	The child will: a) hold the coat near the the neck with both hands b) turn the coat so the inside faces the wall c) hang the neck of the coat over the hook so that the coat hangs securely within 1 minute of request. criteria: 1/2
	5.4.15	Puts on underpants material: underwear or shorts do: remove child's clothing to point that he can put on underwear say: Put on your pants.	The child will: a) straighten out the pants b) lay out the pants on the floor with the waist opening opposite his feet, or hold the waistband at knee level as he is sitting in chair c) insert one foot at a time into correct hole for legs d) stand up to pull pants up over knees to waist, including back within 3 minutes of request. criteria: 1/2

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Asessment Conditions	Performance Criteria
3-4 years	5.4.16	Puts on long pants material: long pants with elastic waist do: lay the pants on table or chair say: Put these pants all the way on.	The child will: a) lay the pants out straight b) grasp the waistband with both hands c) sit down, put one foot in leg d) pull pant leg material all the way on over foot to knee e) repeat steps b,c, and d with other pant leg f) stand up, grasp waist band, pull pants up to waist g) pull up and straighten pants in back within 3 minutes of request. criteria: 1/2
	5.4.17	Unbuttons front and side buttons material: clothing with large buttons on front or side do: make sure garment is buttoned while on child say: Unbutton these buttons.	The child will: a) graps material around button hole b) grasp button in other hand c) push the button through the hole d) repeat for next button until all are open within 3 minutes of request. criteria: 2/3 buttons
	5.4.18	Puts on dress (for girls) material: dress do: remove child's clothing to point that she can put on dress, give her the dress say: Put this dress on.	The girl will: a) straighten dress and determine the front b) slip the dress over head, skirt first, or step into it collar first c) put arms in sleeves d) adjust dress until ready to fasten (need not fasten), within 2 minutes of request. criteria: 1/2

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.4.19	Puts on socks material: socks do: take child's shoes and socks off, have him sit in a chair say: Put on your socks.	The child will: a) straighten one sock b) grasp it at the top with thumbs inside c) insert toes into neck of sock d) pull the sock over the foot, up onto ankle e) straighten heel of sock f) repeat with other sock on other foot both within 4 minutes of request. criteria: 2/2 socks
	5.4.20	Puts on shoes material: shoes do: seat child in chair, take off shoes say: Put on your shoes.	The child will: a) pick up one shoe b) loosen or undo laces or buckles to make opening as large as possible c) insert toe of correct foot in opening d) pull shoe on and up over heel, using pulling and pushing movements e) adjust shoe and sock, ready for fastening (need not fasten) f) repeat process with other shoe within 3 minutes of request. criteria: 2/2 shoes

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
3-4 years	5.4.21	Puts shoe laces through two eyelets material: shoe with laces do: Lace shoe all the way except last 2 top holes. Give shoe to child. say: You finish lacing this shoe.	The child will a) grasp the end of one lace in a pincer grasp b) pull it over to other side c) place tip of lace through hole from inside to outside d) pull lace all the way through the hole e) repeat with other lace within 2 minutes of request. criteria: 2/2 holes
	5.4.22	Puts on pullover garment material: T-shirt, sweater, or other garment do: remove child's clothing to point that they can put garment on; hand shirt to child say: Put on this T-shirt.	The child will a) lay out shirt with bottom facing him b) pick up shirt with both hands on bottom edge, lift it up above head c) slip shirt over head, pull neck hole down to neck d) put both arms into correct armholes e) pull shirt down over chest and straighten bottom edge within 4 minutes of request. criteria: 1/1
4-5 years	5.4.23	Buttons three front buttons material: shirt or smock with three quarter-size buttons do: put smock on child so that buttons are open in front say: Button this up.	The child will: a) pincer grasp one button with the hand on same side of body as button b) grasp the material around correct button hole with other hand c) push button through the hole until visible

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.4.23 (continued)		d) help pull the button completely through hole with other hand e) repeat process with other buttons 2-3 buttons within 3 minutes of request. criteria: 2/3 buttons
	5.4.24	Selects own appropriate clothing to wear (report)	The child gets his own clothes out of drawers and closet to wear each day, or tells parent exactly what is needed. The clothing is appropriate for the child's usual daily activity, and for the weather. criteria: 80% of time at home
	5.4.25	Distinguishes front and back of clothing material: an assortment of clothes, including 1)pants, 2)shirt, 3)coat do: place one garment at a time on table in front of child say: Where is the front of this? (repeat with all clothes)	The child will point to or touch the front of each garment as follows: a) pants - the side the zipper and snap are on, or the side the tag is not on b) coat - the side the zipper or buttons etc are on c) shirt - the side the neck tag is not on criteria: 3/3
	5.4.26	Laces shoes material: shoe with at least 8 holes to lace do: place shoe, with lace in the two bottom holes only, in front of child say: Lace this shoe all the way.	The child will: a) hold one lace with a pincer grasp b) push end of lace through first hole on opposite side, from the center of the shoe to the outside c) use the other hand in a pincer grasp to pull the lace all the way through the hole

AREA: 5.4 Self Help - Dressing

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.4.26 (continued)		d) continue in that fashion, either with one lace or alternating laces, until shoe is completely laced in correct order within 5 minutes of request criteria: 8 holes laced correctly
5-6 years	5.4.27	Dresses/undresses with little help material: complete outfit child wears do: direct the child to completely undress, then dress again, giving as little assistance as possible say: Please get undressed, then get dressed again.	The child will undress and dress completely with clothes on right side out, frontwards, and properly positioned. May be helped on hard fastening only, such as back buttons or tying shoes - within 10 minutes of request. criteria: 1/1
	5.4.28	Ties shoes with bowknot material: child's laced shoe do: have untied shoe either on child's foot or on table say: Please tie this shoe.	The child will: a) hold one lace in each hand, straighten laces b) cross the laces c) thread end of one lace through the loop formed by the crossed laces d) pull both ends to tighten knot e) form a loop with one end of lace f) wind end of lace around base of loop g) push that same lace through hole h) pull both loops to tighten bow (or may tie bow by forming 2 loops and tying) Within 4 minutes of request. criteria: 1/2

Section 5.5

Self Help - Safety

5.5.1 to 5.5.16

report items: 5.5.1, 5.5.3, 5.5.9, 5.5.12, 5.5.16

Materials for Section 5.5

Safety

real or play telephone

pill bottle with false pills

soap

something with poison label

AREA: 5.5 Self Help - Safety

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
2½-3 years	5.5.1	Stays away from common dangers (report)	The child is observed to stay away from common dangers such as hot stove, irons, heating vents, sharp objects, running into the street, opening car doors, etc. 90% of the time.
3-4 years	5.5.2	Gives full name on request to more than 1 person say: What is your name? do: take child to another adult, ask that adult to request the child's name	The child will state his full name correctly to 2 adults with no more than 2 prompts criteria: 1/2 per 2 adults
4-5 years	5.5.3	Goes about neighborhood unattended (report)	The child is frequently allowed to play in front yard and/or go a few houses away to visit neighbors (not necessarily across street)
	5.5.4	Tells home address to more than one person say: Where do you live? do: then take the child to another adult, ask that person to request the child's address	The child will state his address clearly and correctly (including number, street, and city) to 2 adults with no more than 2 prompts. criteria: 1/2 per 2 adults
	5.5.5	Knows birth date and month say: When is your birthday? (you may give extra prompts to get date or month)	The child will state his birthdate and month within 1 minute of request. criteria: 1/3

AREA: 5.5 Self Help - Safety

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
4-5 years	5.5.6	Knows own phone number, will state it to more than one person say: What is your phone number? do: then take the child to another adult and request that person to ask the child's phone number	The child will clearly state his phone number within 1 minute of request to two adults. criteria: 1/2 attempts with each adult
	5.5.7	Names one danger say: Can you tell me something very dangerous, that you've been told never to go near?	The child will name at least one danger within 1 minute of request, such as: playing with matches, knives, touching something hot, going out in a busy street, eating pills.
	5.5.8	Demonstrates dialing of own phone number materials: play or real phone say: Please show me how to dial your own phone number.	The child will dial all seven numbers of his own number correctly, and with sufficient physical accuracy that the connection would be made if it were a real phone. criteria: 1/3
5-6 years	5.5.9	Crosses street safely do: take the child outside, ask him to show you how he crosses the street safely, (note; not recommended unless you think the child can do it) (or report)	The child will carefully look in both directions from a safe location, then briskly walk straight across the street while continuing to watch for cars. criteria: 1/1

AREA: 5.5 Self Help - Safety

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	5.5.10	States danger of putting things in mouth material: pill bottle (with "fake" pills), soap do: place both objects in front of child say: Can you eat these? Why not?	The child will say "no", that they cannot be eaten, and then that they will make you sick (or words to that effect) if you eat them, within 1 minute of request. criteria: 1/1
	5.5.11	Knows both parent's names (if appropriate) say: What is your Mom's name? What is your Dad's name? (you may prompt further if child says Mom or Dad)	The child will state both his mother's and father's first name within one minute of request. criteria: 1/2 each
	5.5.12	Takes care of money (report)	The child demonstrates that he can take care of money in one of several ways: a) he transports it safely to school or store without losing it b) he places it in piggy bank or pocket rather than playing with or losing it criteria: 90% of time
	5.5.13	Knows what to do when lost say: Can you tell me what you would do if you got lost? (you may give one prompt if necessary) Adjustment: if the child does not speak well, but has an identification bracelet or necklace, he should know to show it to you.	The child will state the following things, not necessarily in order or in these exact words: a) find an adult and tell them I am lost b) tell the person my name c) tell the person my address

AREA: 5.5 Self Help - Safety

Approx. Dev. Level	Item Number	Assessment Conditions	Performance Criteria
5-6 years	5.5.13 (continued)		d) tell the person my phone number e) tell the person where I think my parent is criteria: the child should mention 3 of the above 5 items in 5 minutes after request
	5.5.14	Recognizes poison label material: something with a poison label on it do: show the poison label to the child say: What does this mean?	The child will state an approximation of one of these: a) it will hurt you b) don't touch it c) don't eat it d) it's poison criteria: 1/4 items
	5.5.15	Knows not to accept rides say: What would you do if a stranger said he would give you a ride, or asked you to get in his car?	The child will state an approximation to "I would tell him no, I'm not supposed to ride with strangers", within 1 minute of request.
	5.5.16	Locks and unlocks door (report)	The child has used a key to lock and unlock a car or house door several times with success.